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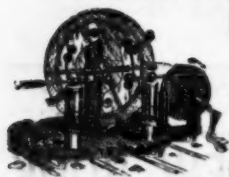
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AS the world grows older it becomes more and more difficult for students to get through our older colleges. The result is that only rich men's sons can graduate from them. Each class in Yale collects its own statistics about the expenditure of its members. These show that the average expense is a little over \$1,000, which the college puts down as very liberal. Many fathers start off by having their sons give them an itemized account of their expenses. This seldom lasts through the course, though it frequently causes family disturbances and many explanations. The estimate is far higher than that made in the annual catalogue, which is usually very misleading; yet it is stated by the *Sun* as a fact, that in Yale, Harvard, and Princeton, the number of young men who work their way through college is increasing every year, and not only that, but some of them work their way through and make a profit by it. In every class there are now to be found a few young men who make from \$1,000 to \$4,000 a year in the eight and one-half months of the college course. This is more than most of them make for several years after leaving college, and, from a financial point of view, it would

be profitable for them to drop back a year occasionally and extend their course.

Working one's way through college is a sentence that has a good ring but a bad background of sad reality. Many a young man has broken down completely in trying to do more than it was profitable for him to do. The statement by the *Sun* is put in a very attractive way, but we advise our young friends not to attempt the experiment suggested, for where one succeeds a hundred fail. Exceptional talents always lead to exceptional success, but they are the exceptions, not the rule. A certain amount of leisure is necessary to real success anywhere and any time.

THE machine in education is not needed—not at all. Those who claim that it is, might as well claim that we need some machinery in the human system. The differences between a machine and a system are apparent; for example, it is possible to remove a part of a machine and replace it by another part even better than the one taken away, but this cannot be done in a system. It is impossible to take out the heart and replace it by another heart. When the heart becomes unfitted for its use the action of the whole system stops forever. This at first seems to be an imperfection, but it is not; on the other hand, it is an evidence of perfection. A machine is useful, but must be always a servant; a system is a master, and must be from the nature of the case, for the reason that in a system there is life, while in a machine there is none. This is a vital difference.

THE English teachers are demanding more freedom of classification—so are all sensible American teachers, and so are all true teachers all over the world. Deny a teacher the power of reasonable classification according to his own knowledge of his pupils, and you deny him the success he is justly entitled to. Thoroughness in education is intimately connected with success. Dr. Fitch, who inspected American schools two years ago, said on his return to England, that American teachers do not dare to classify as freely as English teachers without risk of censure. We are not prepared to pass judgment upon this statement, but it seems to us a sweeping one. From what we can learn from the tone of English educational utterances, we should judge that English teachers are under very strict supervision. In a recent communication the representatives of fourteen thousand teachers deplored the fact that the present system banishes intelligent methods and encourages mechanical ones. But whatever may be the exact condition of affairs in England compared with America, it is certain that in both countries the freedom of competent teachers is much more abridged than is best for the schools. But the essential element of freedom is competency. Incompetence must be mechanical, and the more nearly this incompetence approaches absolute incompetence, just so much must mechanical ways take the place of system. The thoroughly qualified teacher has none of the machine in him. He is all system. It is a law of teaching that nothing can replace system but the machine, and on the other hand, just so far as we can get our schools out of the machine, just so far can we get them into a systematized condition. But it should be noted that the only way any kind of presentable work can be got out of an incompetent teacher is through the machine.

A PROFESSOR in Columbia College recently said to a reporter of the *Evening Post*, that degrees had visibly depreciated in value owing to their easy acquirement. It is reported that Columbia intends to remedy this by increasing the severity of the course of study. But it is plain that this will not

help the matter. Incompetent students will find some way to get through the hardest course of study it is possible for a college to make. Something else must be done besides enriching the course of study and increasing rigid marking and technical requirements, and this is scholarship. This is different from culture, and as far removed from cramming as the North pole is from the South. No young man, however competent, can do more than a certain amount of work. He may appear to do more, but it will be appearance, and not substance. It is far easier to test scholarship by a reasonable course of study, than by an overcrowded one. We have crowded so much into our school work that we have left little room for natural growth. The reaction is upon us, and Columbia will make a mistake if she does not take note of the fact.

WE call what we are going to describe "palaces" for want of a better word. What are they? Nothing but places to which everybody can come for enjoyment or instruction. An example of what we mean is found in the People's Palace on the Mile-End Road, London. Here, according to the *Mail and Express*, contiguous to the parishes of Whitechapel, Stepney, Bow, Stratford, and St. Georges-in-the-East—the poorest part of London—convenient of access to nearly two millions of people who had previously no amusements whatever except those of the gin-shop, they have now concerts, picture-galleries, flower shows, poultry and pigeon shows, swimming baths, reading-rooms, lecture-rooms, social-rooms, cricket, foot-ball, and tennis grounds, all at prices within the reach of the poorest, generally for one or two pennies. None of these institutions, it should be remarked, are absolutely free. People do not prize that which costs them nothing. Let the charge be ever so small, every one who pays for admission will be sure to get his money's worth, and will go away with a feeling of contentment and self-respect. Even if he has paid only a penny, his entrance has been a matter of bargain, and he knows that he has all the rights that anybody else has in the place.

In addition to this there are schools, both theoretical and practical, training in the industrial and decorative arts, including bookkeeping, modern languages, music, chemistry, metallurgy, photography, electricity, etc., etc. The age limit is from sixteen to twenty-five, and both sexes are admitted on the same terms, except that the social rooms of the two are separate.

This is the way the future reforms of the world are to be promoted. We are to teach men how to live, by showing them better living. We are to exalt the natural and proper instincts of human nature, in all the forms of self-activities. The old theories of learning how to be good before being good are exploded. It does not work. Preaching has had its day, practice is to take its place, and the sooner those who have the good of the human race at heart understand this fact, the better will it be for the world.

"DON'T" is more often heard in some schools than in others. "Don't whisper so much," "Don't make a noise with your pen," "Don't study out loud," etc., is the burden of the teacher's talk. In other schools there is much cheerful talk, much encouragement. We hear the teacher say, "John read that charmingly—loud and clear, and without a single stumble." "See how quietly May has been sitting; you would not know she was here." "Did you notice how carefully James came in? He shut the door so carefully that no one was disturbed." Fault-finding is not pleasing to the pupils—they get so used to it that they shut their ears to it. The teacher thinks it strange that they don't mind his "don't's;" he is sure he puts in enough of them.

THE DRIFT OF OUR LETTERS.

The burden of letters that come to us, especially from teachers, emphasizes the need for better methods of moral instruction. Thousands feel that we have had already too much construction of the bare bones of an education, and too little of the building of the flesh and nerves upon them. Whoever has heard Col. Parker knows how strongly he emphasizes character. Nothing ought to take its place, and if anything does take its place it becomes worse than useless. We are slowly learning many lessons in education, and no one more thoroughly than that all there is of value in an education consists in the development of character. This is a strong statement but a true one. We hope our readers will think of it.

Why do we teach arithmetic? That pupils may be correct and rapid accountants? By no means; that is the last thing to be thought of. The real teacher makes every arithmetic recitation a lesson in truthfulness, honor, courage, helpfulness, uprightness, and hopefulness. Each lesson is a means to these ends. The teaching of the multiplication table may be the means of helping to drag a soul down to the very depths of crime. A harsh, scolding, teacher, who is strict to mark school shortcomings is certain to educate rascals. It is by no means necessary that our children should be arithmetical experts, but it is necessary that they should tell the truth. An honest, "I do not understand," or "I have not learned my lesson," is often a lesson in courage. The kindness of the teacher creates kindness in pupils. Like begets like. But we must not confound kindness with weakness. In some minds a considerate, helpful teacher is thought weak, but such people forget that it takes far more strength of character to be kind, considerate, helpful, forbearing, and patient, than to be harsh, censorious, and hard. The weakest teachers on earth are the crassest and severest ones, and the strongest ones are the kindest. The strength of love is infinite.

What is called the new education, is strong because of its moral power. Its four fundamental principles are:

1. Never do for a pupil what he can as well do for himself. This cultivates self-exertion, self-discovery, manliness, helpfulness. Doing promotes thinking and self-respect. This is moral. A pupil educated to be doing for himself will seldom do an injury to others.

2. The means ought to be consistent with the ends. This is all moral. No one would go far astray who carefully calculated the end from the beginning. The rash, heedless, and impetuous, are the ones who get into difficulty. It is not making the means consistent with the end to require pupils to learn a mass of dates, rules and words, without knowing their application.

3. Instruction should proceed from the known to the unknown, etc., What a world of sin would have been avoided if this rule had been followed. Proceeding from the unknown to the unknown is a prolific cause of evil. Wrong is always based upon the unknown. When a clear foundation has been laid, half the work is done.

So if we should in this way go through all the principles of the new education, we should find each one a moral foundation stone. We have often said that moral instruction consists far more in the way instruction is imparted than in the subject taught. Here is a most important thought. Now we make the subject matter uppermost. Drill questions are exalted. Technical and minute knowledge is urged. This is right, if the right means are taken to get these facts. It all depends upon the means. Exactness may be promotive of the greatest amount of immorality, and then again it may be promotive of the greatest amount of morality. It all depends upon the means, whether they are mechanical and so lifeless and arbitrary, or whether they are systematic and so full of life, joy, and liberty.

The Pedagogical Department of the University of the City of New York contributed \$250 to the Barnard Fund; New York School of Phonography, \$10; South Dakota Normal School, \$13; A Friend, \$5.

WHAT IS A RELIGIOUS EDUCATION?

All assume to know, but few are able to decide. A correspondent of a city paper says that his denomination has established schools in which all the branches of a good education are taught, and in addition religion. We do not know exactly what this means. It may mean that all the pupils attending these schools are required to learn the forms of worship, creeds, dogmas, and catechisms, of the denomination to which their parents belong. This would be church education, and may or may not be religious. It may also mean that all the pupils are required to read the Bible each day, study its history, authors, literature, poetry, prophecies, and the lives of the men and women mentioned in its pages. This is what the English "board" schools call religious education. But it is difficult to see much difference between the religious effect of studying the Bible as a literary production, and the study of any other literary work. We can study the Bible as a history, exactly as we study Sallust as a history.

Again, a religious education may mean the requiring of all the members of a school to engage in special acts of worship, at special times. In most of the public schools of this city the Lord's Prayer is recited as an act of worship. Is it? Who can tell? The well known story of an English school-master who tried to make his pupils good, is in place. In spite of all his efforts his school kept on going from bad to worse. When asked the reason why he said, "I cannot tell. I make them say their prayers every night, and if they won't I whip them until they do." It is easy to fall into the habit of formal lip worship, in which there is no heart. We can say, "Lord have mercy upon us poor miserable sinners," until it means no more than so many words in Japanese. We all condemn those who draw near to God with their lips while their hearts are far from him. But we haven't answered the question, What is religious worship? Yet after all, is it not negatively answered? It seems to us it is. But positively we say what all will agree with us in saying, that pure religion consists in loving thoughts towards God and man. These thoughts will lead to actions correspondingly loving. Pestalozzi was eminently a religious teacher, when his pupils divided their bread with a poor little woman who had none. All our hearts go out towards those who do just, helpful, loving acts. There is religion in the hands, eyes, ears, and mouth. We must have religious instruction in all our schools, but it must be something more than perfunctory lip worship.

A SUBSCRIBER asks, "Must we cut short the book studies to introduce manual training?" We desire to be emphatic and at the same time clear—clearness is not so easy to attain as the emphasis. We say, then, take a boy of perhaps sixteen years of age, who was attending a first-rate school in the years 1840 to 1860—a school where they educated boys, where they taught them arithmetic, geography, grammar, etc.; for there were such schools. Now there would be a certain residuum of the knowledge imparted, plus his training and education. We would not "cut short" one particle, the useful knowledge that would be in his possession by adding manual training. No, we would increase and make real the knowledge the boy should obtain at school by means of manual training. But there is good reason for thinking that a good deal of that book knowledge was a delusion, and did not educate. Manual training has been added to perfect the book knowledge.

NEARLY all who write on the subject of religious education use the words *moral*, *ethical*, and *religious* as synonymous. This is a fatal blunder. Moral duty is not always religious duty. Those who know what they are writing about use the words referred to properly, and if those who attempt to discuss this subject would follow their example, not only would much confusion be avoided, but much more efficient help would be given towards solving the vexed question of religious instruction in our schools.

We received very prompt information concerning the late election of county superintendents in Penn.; and with that notes concerning the history and past work of those elected. The county officials of Pennsylvania have been men of good mental stature.

THE first study to receive the influence of the Pestalozzian wave in this country was music, and Lowell Mason was its pioneer teacher in America. Both Froebel and Pestalozzi wonderfully influenced reforms in teaching singing, and the impulse they gave to correct methods will remain for many years to come. What the reforms are have been pointed out many times in these columns, and will be frequently referred to again. Every thorough teacher should be familiar with them.

It is a fact that the French are ahead of us in reference to primary courses of study, because they introduce in them more of the kindergarten ways, and take out a good deal of technical matter that formerly hurt their usefulness. Elementary manual training exercises are made much of. They do not attempt to do everything, but content themselves in doing what is calculated to develop character and directly prepare for the needs of actual life.

CHEAPNESS is well enough if it can be had without poorness, but usually a cheap thing is a worthless thing. For example a cheap text-book is better in the store than in the hands of pupils, and a cheap teacher will do more good following the plow than driving his pupils. Some states are determined to get cheap school books. They can easily get them. Plates of old school books are exceedingly low, in fact they are worth no more than type metal. If any state wants to go into the publishing business on a cheap scale, the money outlay need not be very great to set up a shop. But would it pay? We think not.

THE less we legislate about text-books the better will it be for our schools. It is amusing to hear of certain law-makers who profess to be most self-sacrificingly devoted to the interests of the people in text-book matters. One would think that these men were possessed of the consecration of some of the old saints. We advise our readers to look out for jobs under the thin covering of economy in making school-books.

GOOD methods can be adopted in any school, and by any teacher. A method is not like a plant, that can flourish only under special condition of soil or climate. Rather is it cosmopolitan—a citizen of the universal world of letters. It is amusing to read of "German methods." We might as well talk about the German attraction of gravitation, or German mathematical axioms. Germans have their own accents, pronunciations, social customs, but they have no methods of their own.

SOME of our best scholars both in Europe and America have been making sensible efforts for several years to effect a reform in English spelling. Among those scholars are Professor March, of Lafayette College, Dr. Wayland, of Philadelphia, and Hon. J. M. Gregory. These gentlemen recently appeared before the House committee on printing, and urged the adoption of a simplified spelling in all public documents.

THE New York banker, George H. Pell, has just been sentenced to seven years and six months in the penitentiary. His sin was in unlawfully abstracting bonds from the Lenox Hill bank. But will his prison life stop others from committing the same crime? We think not. He is only an average human man. There are tens of thousands out of prison walls who are just as bad as he, but who do not dare to do what he did. Punishment does not convert, it only frightens, and secures outward respect. We want forces created that will stop men from wanting to commit such deeds as Pell and others like him have been guilty of.

THE Detroit Journal is strongly advocating the presentation to France of a testimonial as an evidence of our appreciation of that nation's efforts in behalf of American independence. One plan proposed is to solicit the contribution of one dollar from each school-room in the country. It is believed that this would stimulate the children to thoroughly study our Revolutionary history. Several newspapers and seven college presidents are among the endorsers of the project. America ought to do something in return for the Statue of Liberty, and we have no doubt this proposition will meet with many responses.

MATTERS IN ENGLAND.

The Convocation of Canterbury, England, discussed education at its late meeting. Archdeacon Norris said that in some schools he had visited, in which the children were orderly, he had a painful consciousness that they were orderly, not because they had learnt habits of order, but because disorder was suppressed by the presence of the teacher. (This is a good point.)

Canon Jeffreys said free education was not desirable. There was a large body of what were called middle-class people, who were very much against it, because they felt they were paying for the education of persons who ought to pay for it themselves; and it was very unjust to take money from the man who earned with difficulty his bread for himself and family, and expend it for the education of others who were very well able to pay for it themselves. (You do this in religion in your country, why not in education?)

Canon Perry said the provision in the code making drawing compulsory, even for rural schools, was an absurd provision. This might be well enough for town schools, where many of the children looked forward to mechanical work. How could the teachers in these rural schools give instruction in the elements of drawing?

The London school board has decided to drop the terms, advanced kindergarten and sloyd, and to designate all manual instruction according to the nature of the particular work, as "manual training in paper work, in cardboard work, in clay work, in color work, and in wood work."

The London school board censured and fined a head master, and recommended his transfer to a school in the next lower grade, for untruthfulness, and infringing the rule of the board in not entering cases of corporal punishment in the punishment book. It also decided to censure a head master for a repetition of an offense for which he had been previously reprimanded—i. e., unwarranted corporal punishment, to fine him five pounds, and to inform him that any further complaint, if proved, would lead to his dismissal.

(They are worrying over the "piano" question.) The *Graphic* says: "It is not unnatural that some ratepayers should grumble at what they deem a needless luxury; but, after all, the innovation may prove to be both important and beneficial. Time out of mind, a superstition has prevailed among educationists that school teaching, to be effectual, ought to be distasteful. May not the presence of a piano in a school help to lighten the spirits of the dunces who now feel that the hours of lessons are hours of dreary drudgery?"

"But having got a piano, who knows but that dancing may follow? Now dancing, when taught to young children, is a most exhilarating exercise, far wholesomer and safer than gymnastics. Let us, therefore, not grudge spending some of our money in teaching the young Briton how to dance; and, in the long run, we shall save money by the instruction thus imparted, since a taste for dancing acts as a powerful antidote against excess in drinking." (They are really looking at things over there about as the Yankee does here.)

FINE TESTIMONY TO THE VALUE OF MANUAL TRAINING.

The recent conference at Lake Mohonk, of which ex-President Hayes was chairman, considered negro education. General Armstrong said:

"Next to the grace of God, labor will have the most to do to make a man what he ought to be. The upper and lower strata of life are those where vice is most prevalent, and this may be noted—the absence of labor in both. I have been informed that in New York City it is in wards which are largely occupied by mechanics which are most free from vice. The Indian dislikes to work, because his race never has had to work; the negro, because his race has always had to work. The great defect of the negro is not ignorance, but lack of character. Let him be so taken in hand that his manhood shall be developed, and the solution of the problem will be found easier than many would suppose. A policy is pursued at Hampton that forces the negro to help himself. He finds that he must swim or sink, and so his disadvantages spur him on to advantages. He learns to be self-supporting, and in so doing his character is developed and strengthened."

This is excellent. The ring of it is that of pure metal. The Rev. Dr. A. F. Baird said:

"One of the prime defects of the negro is a lack of orderliness, and industrial education is obviously in the interest of orderliness. Again the negro is inaccurate. He has little sense of time, and regards pretty near right as just as good as entirely right. The industrial education tends to make him accurate. He is taught to hang up his tools and to have a place for everything and everything in its place, and thus he comes, through these means, to develop a good character."

Miss Smiley said that three years after the war she began a work for the negroes. She found that the solution of the problem of successfully helping them, lay in giving them an industrial education. In a racy way she related a number of incidents connected with her work. She compelled the negroes to help themselves by earning the things which they most needed and most desired. During her first winter among them 600 negro women learned to sew, and by their sewing paid for the garments they needed. A boy who wanted a school book was made to pay for it by handling a shovel for two hours.

In all of this we see the true value of industrial education; it is a mighty force in the formation of character. The real end of all education is here. We have had quite enough of the cold intellect, and formal and mechanical reason. Training here may give success, but not moral power. There is a wonderful moral power in order, and a still more wonderful moral power in the effort to help in the work of the world. Intelligent helpfulness is always uplifting. It has uplifted the old races and it will uplift the present generation of men. *What a man does makes his character.* Let the fact be noted: "WHAT A MAN DOES." There can be no dispute here.

WHAT IS IMAGINATION?

Let us study this landscape that is stretching out before us. We are looking for the material for a picture. Part of this material we are going to gather here.

Yonder is a beautiful piece of ploughed ground with its soft brown coloring. It lies close under the shelter of the straight-lined piece of woods that crowns the summit of the hill. The whole is pleasing to the eye. We study it closely. We think of it to the exclusion of thoughts of all other parts of the landscape. Abstraction, that power by which we can think of the part of a whole to the exclusion of thoughts of other parts, makes this possible. We test our abstract by closing our eyes. Memory, the power by which we reproduce and recognize past mental states, comes to our assistance, and the mental eye reviews what the physical eye has conveyed within.

Again we study, and again test. Each act adds completeness to the picture of the field and wood we are to retain in memory when we go away.

Turning to the other side we find tumbling down the hill, a noisy brook. We can trace its valley course from far away down to our very feet, where it more sedately begins its meadow winding as it nears the sea. Rushing along in its downward course, it is constantly flashing into view, and as constantly hiding behind little hill shelters. On the farther side of its flow and closely following its many windings, runs an old moss-grown, and fern-surrounded stonewall.

We study the brook and its surroundings as we before studied the field and the adjacent wood.

Another day an old mill whose clattering wheel has long been silent is made the object of our close attention. Again, a pasture with its scattering sheep as they feed over its uneven surface.

Gradually we abstract our material, and by the power of memory treasure it up. Our elements are gathered. We are ready for the final step. We combine these parts of wholes to form a new whole unlike any before seen. The power of the mind that makes this combination possible is called imagination.

As a whole the product of this wonderful power is ever new; in its elements it is always old. No matter what picture we build through the action of this power, we but combine parts of wholes that actually have been seen.

PERSONAL APPEARANCE.

When a business man interviews a person for a responsible position, he carefully notes his personal appearance. He prides himself on his ability to read a man's character from his looks. If this is true, where a man is engaged as a salesman, would it not apply more strongly to the teacher, who stands before his pupils as an example in all things. Personal appearance is too often overlooked by the teacher. People do not want a teacher with clothing that merely hangs upon the person; with shoes that show a non-use of blacking and brush; with finger nails that have a wide margin of black at the ends; with hair untrimmed.

A young man of ability visited several houses where a private teacher was desired. He was a capable man, yet his personal appearance was such that all declined to

employ him. The manager of the bureau finally said, "It is useless unless you can look more tidy and cultivated."

The general appearance of a person, in nearly all cases, gives an index to his character. A shabbily-attired teacher arouses suspicion. To him that hath good clothes will money come to get more. This is not a plea for Beau Brummelism—it is a plea for neatness.

MANUAL TRAINING AT GRAFTON.

The closing exercises in the Grafton, West Virginia, schools this year differed from those on any previous occasion. A school fair was open for three days, and on two evenings speakers from a distance delivered addresses on live educational subjects. The greatest interest, however, was attached to the exhibition of articles made by the pupils. These included specimens of drawing, sewing, fancy-work, carpentry, school work, wood-work, stick laying, painting, etc.

For the past two years the work of introducing advanced kindergarten methods into the primary grades of the Grafton schools has been going on, and last year a beginning was made in manual training by devoting an hour each week to that subject. Under the direction of the teachers, the girls learned to sew, to hem, to cut, to fit, to patch, to do embroidery work, etc.; and the boys to make squares, rectangles, triangles, circles, cubes, spheres, cylinders, and other geometrical solids. They exhibited their constructive talent in making sleds, wagons, kites, wheelbarrows, and other objects. There has also been modeling in clay or putty, sticklaying, paper cutting, and folding, tablet-laying, bead-stringing, weaving with mats and fringes, corn or pea-work, embroidery cards, etc. The school fair was the outcome of this work. Supt. Fleming is to be congratulated on the success of his new departure.

"THE SCHOOL AS PROCESS."

By S. S. PARR, Supt., St. Cloud, Minn.

Definition of Process.—A process is a series of actions which mutually limit one another in an order of dependence fixed by the purpose which all of them serve. The setting of yeast, the mixing of the dough, the putting it to raise and the baking are acts in the process of making bread. They serve the common purpose of producing a necessary article of food. Each step is dependent on the others, and the nature of the whole is fixed by its relation to the physical life it is to nourish. Bread-making is, however, a physical process, and, as such, is inadequate as an example of a series of spiritual acts which originate out of the spontaneity of self-determinate mind. Further, the process of bread-making is a partial illustration, because it is a purely consecutive kind of action. Education, on the other hand, is predominantly interactive. The several kinds of energy represented in it go on simultaneously. They are inseparable, since their existence is determined by the natural faculties of mind, which constitute an indivisible unity of inter-dependent energies. The element of consecutiveness enters into school-training in the fact that one phase of culture follows another, each phase or aspect of the person's development consisting in a new condition of action in all the powers, as they act and react on one another.

The several parts of the school, as an organic unity of mutually limiting phases of action, are organization, government, study, recitation, play, and religious, aesthetic, and physical training. Each of these represents a corresponding concrete element in the minds of the individual persons who are trained by the school. Each one also anticipates a result to be attained by school-training.

The Element of Purpose.—The school is preeminently a place for realizing purposes. Of course it may be said that every place of human activity is a place for realizing purposes. But the school deserves eminence in this regard, because not only does the worker (teacher) or agent of the school strive to realize a series of systematic purposes, but he transcends all others who labor to a consummation or end, in the fact that his material (his pupils) also finds its characteristic activity in setting purposes before it, and proceeding step by step to their realization.

The processes of the school, we have previously said serve to realize a purpose fixed by what, for lack of a better name, is denominated the "nature" of the mind. Each sub-process, as government, organization, etc., is aimed at a special kind of culture. Particularizing still farther each subject of instruction, as geography, his-

tory, etc., is designed to realize a special end in training.

The very essence of school-training consists in one mind's leading another mind to actualize its inherent possibilities, by fixing for itself an ideal end or purpose, and pressing forward to its realization. That troublesome passage in § 23 of Rosenkranz's "Philosophy of Education," which says: "The general form of education is determined by the nature of mind—mind has reality only in so far as it produces it for itself," etc., means just this, education is one, not many, and it consists in mind inciting mind to set some rational purpose before it to be realized. Such is teaching; such is learning. Whether the school be a humble primary school by the wayside, or a great and powerful university set on a hill, the element of purpose dominates the activity of each. The primary teacher divides and analyzes until some element, simple enough to allow the puny faculties of the child to grasp it, as a something to be done, is reached. The college professor does nothing more, except that he deals with relatively mature minds, that are capable of grasping their own more complex possibilities of action and growth.

Purpose, then, is the open sesame of the school-room. The teacher is a teacher only in so far as he is capable of fixing upon intelligent and rational purposes. We may say that the great category of all teaching is design or end. It applies not only to education as a whole, and to its grand divisions, but to every exercise and every lesson. If the leader of a school is not master of an intelligent purpose for his every act, he is, in so far as this is true, a mere herder of children, who does for them precisely what a cow-boy does for his herd of two-year-olds—forces them into bounds while they do something in the way of developing themselves by that exercise of faculty which arises from contact with one another. In other words, without intelligent purpose, the teacher does not confer school-education, but education of a spontaneous unordered sort, such as people imbibe from one another on the street and in the market-place.

Looked at on another side, purpose involves a free result in the pupil's mind. The teacher's purpose must translate itself over into the mind of his pupil, and set itself up there as the pupils' own aim or end. In this setting up of some possibility of action for itself, the pupil's mind has transcended its present reality and entered the range of its future actuality—that which it may by its own free energy become. Such is the "Self-estrangement and its removal," of Rosenkranz and Harris.

Definition of the school.—There are various points of view for the school, the most important of which, as related immediately to teaching, has been suggested in what is said on the category of purpose. It is, first of all, a systematic process of realizing purposes in the pupil's mind. As such it is that specific form of mental exercise which results from proposing some limited and definite activity as something to be done. The incitement to action is the stimulation of the teacher. This may be a question, a suggestion, an exposition of some part of a subject of thought or of a particular deed, or it may be an inspiration which is general in its nature, and urges to action without setting any specific aim before one's mind.

From what has been said it may readily be seen that the fundamental idea of the school is indifferent to number, beyond the teacher and one pupil. That a school is made up of forty or of four hundred pupils, is an accident due to circumstances. But, if there are more pupils than one, another element enters—a new kind of spiritual unity, i. e., unity of purpose among those directed. The pupils of a school, so long as they are subject to the same direction, constitute an organic mind-unity.

Forty pupils may follow the lead of one teacher. If they do, each surrenders something to the common purpose. A teacher cannot fit himself to the idiosyncrasies of forty pupils, as he can to an individual pupil. Classes of pupils make a mutual surrender to the common end, and this concession creates a new and larger spiritual unity. However, this is a case in which the gift enriches the giver. The individual pupil surrenders something of the fulness of direction he would receive, if he were the only pupil, but he gets this back tenfold in the incitement to effort, and in the benefit to be derived from looking at the subject through many eyes. The member of a class of twenty mounts on twenty shoulders to view the subject.

In education the process of self-development should be encouraged to the fullest extent. Children should be led to make their own investigations, and to draw their own inferences. They should be told as little as possible, and induced to discover as much as possible. Self-evolution guarantees a vividness and permanency of impression which the usual methods can never produce.

—SPENCER.

THE SCHOOL ROOM.

JUNE 14.—EARTH AND NUMBER.
JUNE 21.—SELF AND PEOPLE.
JUNE 28.—DOING AND ETHICS.
JULY 5.—LANGUAGE AND THINGS.

ALUMINUM AND ITS USES.

Where found.—Aluminum is one of the most abundant of metals, as it is found in every clay bank in combination with silica, iron, and other substances. Feldspar, albite, and labradorite, are double silicates of aluminum and potassium, sodium, and calcium, respectively. Marls are mixtures of clay and chalk, and so contain this metal. Granite and mica are also double silicates of aluminum with the alkaline silicates or calcium silicate. When, therefore, clays are formed by the disintegration of rock by the action of air and frost, the nature of the clay will depend on the nature of the rock from which it was formed.

Properties.—It is a bluish white metal, capable of being highly polished, is very ductile and malleable, is a good conductor of heat and electricity, is very sonorous, and is as light as glass and porcelain. It melts at 1000 degrees F. at which heat it becomes pasty, loses much of its power of cohesion, and during which stage if the metal be gently pressed together it can readily be welded. It has about the tensile strength of cast iron, with only about one-third its weight, and casts equally as easily and successfully. In rolling or drawing aluminum, like the precious metals, it requires frequent annealings to prevent it from cracking. Aluminum becomes covered by a very thin, almost imperceptible, coating of oxide on its surface exposed to the atmosphere, and this seems to protect it from further oxidation. The popular statement that it is unacted upon by air, either moist or dry, is, therefore practically true.

How it is obtained.—Pittsburg firms have succeeded in obtaining aluminum that is nearly (over 98 per cent.) pure. It is obtained from a rich clay called bauxite that is found in considerable quantities in North Carolina and Georgia. One method of freeing it is to roast the clay at a low red heat, and then treat it with sulphuric acid and water.

Its Uses.—The great tenacity of aluminum and its lightness and unchangeableness in the air, render it an exceedingly valuable metal, but the high cost of its production has prevented its employment for many purposes for which it is admirably adapted. It is very likely that its use will soon become much more common. It could be employed to great advantage on account of its lightness in parts of moving machinery that have to be reversed or otherwise have their momentum overcome. It is unacted upon by sulphureted hydrogen, carbonic oxide or carbonic acid gases, or by sulphurous acid or other sulphur vapors, and hence is an excellent substitute for silver where the tarnishing of the metal is an inconvenience. The organic secretions such as sweat, saliva, etc., do not act upon it, and hence dentists are using it for false teeth. For many bearings where great weight does not have to be sustained, as for bearings of surveying instruments, the metal answers very satisfactorily. It can be drawn into the finest wire, rolled into sheets five ten-thousandths of an inch thick, and hammered into foil as thin as gold leaf. Aluminum is especially valuable to use for compass or cases for electrical apparatus, where non-magnetic properties are desirable. Bars of this metal give a fine, clear, bell-like sound. The proper shapes for bells have not yet been devised, as bells of ordinary shapes do not give as good sound as do ingots of the metal.

It is believed that in a short time it will be made for twenty-five cents a pound and it then will to a great degree take the place of steel. Only a little while ago it was worth more than gold. Ships can be made of it, engines built of it, and the former, by reason of its low specific gravity, will have greatly diminished draught of water, and can be propelled at double the present rates of speed. There will be a demand for it for houses, passenger cars, bridges—in short, for almost everything for which wood and steel are now used.

In the Copper Cliff mine near Sudbury, Canada, it is said more nickel is being produced than the entire market of the world calls for at current prices. A little branch of the main line of the Canadian Pacific railway, four miles in length, leads out to the mine, which opens into the face of a crag of the brown, oxidized Laurentian rock, characteristic of this region. The miners are now now at work at a depth of about three hundred feet below the surface.

JOURNEYS AND THE RESULTS.

The teacher asks a pupil to copy the names of pupils on a paper, and then to take a sort of census of their travels.

John Smith—has been to Quebec.

Mary Jones—used to live in Springfield, Mass.

Henry Peters—used to live in Detroit, Mich.

William Elbers—has been to the next town.

The teacher studies this list and talks with John about Quebec. She gives out the notice, "On Friday we will hear about Quebec from one who has been there." She gives John a "drill" in what he is to say and do. Now, when the time arrives, a map is suspended before the school or drawn on the blackboard. Then John is called on to describe his journey and tell what he saw in Quebec. The teacher must do all possible to help John make a good impression—thus he will be glad to have been of help.

Then the pupils will be permitted to ask questions, as to the language spoken, the dress, the hotel, the streets, the forts, the monuments, the climate, the productions, etc. Let them write out what they have learned. The teacher may add something she has learned (but not too much) of the history of Quebec.

At another time Mary will tell the school about Springfield, Mass., where she used to live. The pupils may ask all the questions about the city, the schools, the scholars, and the teachers, that they like. Then the teacher may try to have them get some idea of the distance, of the size of the place, of the productions of the country, of the manufactures, of the kind of people, whether intelligent, educated, church-going, temperate, industrious, etc. She will try to have them get an idea where Massachusetts is, and why there is a city at Springfield, and so on. In other words, from the information they get they will form a concept of Massachusetts.

On another day Henry will tell what he can of Detroit and enable his followers to form a concept of Michigan.

It will surprise a teacher to find how much geographical knowledge is in the minds of her pupils that may be employed as force in the class-room; and that needs to be organized for educative purposes.

METHODS OF NUMBER TEACHING.

By L. SEELEY, Ph.D., Illinois.

THE SECOND YEAR.

This covers the number 10-100. Grube continued to use the fingers and lines. His modern followers hold that objects are no longer necessary. Undoubtedly his disciples are right, but a limited use of the fingers can be made with profit. Grube says, "Nature has given to man the decimal system of number in the hand."

The work of the first year is rapidly reviewed, and the same plan of studying each number by itself is carried forward, only now it may go much more rapidly. The thoroughness of the first year now begins to show its fruits. The work is so graduated that it is very easy and natural. Both oral and written work must now be given.

More and more the pupils become such masters of the combinations that they are worked out almost mechanically. A greater diversity of application becomes possible as the child's arithmetical knowledge and his experience widen. But all the while the pupil proceeds from what is learned already, to that which is to be learned. He builds on what he already possesses, he goes from the known towards the unknown. As fast as possible, and as much as lies within the scope of the numbers already learned, the knowledge is applied to tables of money, weight, time, and dimension. Thus, at the end of the second year, the child will practically have mastered compound numbers. This, of course, is much more difficult for American children than Grube's work contemplated, as he was a German, and the Germans use the metric system. Still, a vast amount of work can be done so that the above result may approximately be reached.

In this year the use of fractions is introduced in simpler form. Thus, a child may properly be asked such questions as the following:

If a pound has 16 ounces how many ounces has 1-4 of a pound? or, ten cents is what part of a dollar? Questions which do not involve mixed fractions, or the manipulation of one fraction with another, are entirely proper, and would be comprehended by the children.

Grube does not stop in his multiplication and division tables with the ten or the twelve, as is usually the case in teaching the oral part of arithmetic. If, for example, the child is studying the 72, it is not enough for him to

know that 6×12 or 8×9 equals 72; he must also know that 4×18 , 3×24 and 2×36 equals 72, and the latter quite as readily as the former.

This is of the greatest value in later arithmetical work. Great importance is attached to the invention of examples by the pupils. This will be very easy for them, having had the previous practice.

As another proof of mastery, the pupil is required to reproduce the combinations of a number in writing.

Thus the habit of thoroughness is early inculcated, which cannot fail to exert a good influence on other branches of school work, and upon all later life. One of the most valuable features of the Grube system, is that it makes all lessons in number at the same time language lessons. All questions and answers are in complete sentences, and the pupils are not masters of a number until they are able to reproduce its manipulations in writing. So long as the child is not master of the language necessary to express the operation performed with the number, he is not master of the representation or idea of the number itself; he does not know the number.

If the teacher has been faithful in the application of the Grube system, he will be astonished at the progress shown at the end of the second year, and there will be no further complaints on the part of parents, on account of lack of progress. Better than the pleasures of the teacher, better than the satisfaction and pride of the parents, the child has now the very best possible foundation for a mathematical education, and his progress is assured. Whatever system may be pursued in the later years of mathematical study, without doubt the Grube system will commend itself for at least the first two years' work. And if it be not accepted in all its details, every teacher will find much that is of intrinsic worth which can be applied. But it will be seen that there is much that is valuable in the third and fourth years' work, to which we turn our attention.

THE THIRD YEAR.

In this are all numbers above 100, oral and written, with addition, subtraction, multiplication, and division, of all cases that can occur. The first half of the year is devoted to the numbers from 100 to 1,000. Mental and written work go on hand in hand. The necessity of isolating each number has now disappeared, as the child has gained considerable grasp of the idea of numbers, and is able to do much work independently, in the manipulations and mental processes. His arithmetical habit is quite well fixed, and so an important stage has been reached. Now the understanding and reason come more in play. Illustrations will still be used, and but few persons ever get so old or so wise as not to delight in and profit by illustrations, but they need not be used as frequently as in the first two years. The child makes use of his knowledge of the smaller numbers, and by analogy comes to comprehend the larger one.

NUMBER WORK.

By G.

A pupil comes to true knowledge through his own mental activity. Material that he gains by memorizing is never assimilated. In all my experience I cannot remember a rule that I learned as a boy in school, the significance of which dawned upon my mind at some later period of my life. I have heard persons say that some of the green fruit, thus plucked in youth, ripened in the sun of after years, but none of mine did. So I have taken as one rule for guidance in my teaching: *Do not attempt to teach matter that is beyond the comprehension of the child.*

This rule at first seems to be rather axiomatic in its nature, but there is a great deal of "shooting over the heads" of children, in too much of our teaching. In reading, pupils are too often attempting matter that is beyond their ready comprehension, and failing to receive that literary food that their mental attainments indicate them to stand in need of. Parents are prone to gauge the progress of their children in reading, by the size of the reading book they carry. Thousands of pupils in the land are still studying rules of syntax in grammar, without realizing their general application, or practicing their shadowy meaning in daily conversation. It is not long since that I heard a class repeating volubly (in concert) a portion of the Constitution of the United States. On the teacher's own confession, the passage in question was beyond the mental grasp of every member of the class. There is no need of all this. There is enough within the easy reach of the child's comprehension to furnish him with the material for a healthy and progressive mental growth.

Another rule that I have laid down is: *That rule or definition formulated by the child is the only*

one that should be recognized by the teacher. Definitions and rules should be built up in the class on the co-operative plan—each child taking part in the constructive work. Let us teach a definition in accordance with this plan. The teacher has clearly in his own mind the definition which he wishes to teach to the class. With this clear idea he may proceed to draw from the members of the class the definition of the least common multiple in a way similar to the following:

What is 4 of 8? A divisor.

What is 8 of 4? A variety of answers will be given to this question. The teacher wishes the pupil to recognize the fact that 8 will contain 4 an exact number of times.

What will 8 do for 4? It will contain it.

How many times? 2 times.

What remainder will the division show? There will be none.

State again, then, what 8 will do for 4. It will contain it an exact number of times.

What number will contain 5? 10 will contain 5.

What number will contain 7? 11? 9? Answers given.

Tell me what 33 will do for 11. It will contain it an exact number of times.

When one number will contain another number an exact number of times, it is said to be a multiple of that number.

Tell me about 33 and 11. 33 is a multiple of 11.

Define a multiple of a number. *A multiple of a number is one that will contain that number without remainder.*

Write this neatly on slate or paper.

What multiple has 4? 8 is a multiple of 4.

8 is also a multiple of what other number? 8 is a multiple of 2.

Name a number that is a multiple of 2, 5, and 4. 20 is a multiple of 2, 5, and 4.

Such a number is called a common multiple. Why?

What is a common multiple? *A multiple common to two or more numbers, is called a common multiple of those numbers.*

Much practice here in the recognition of common multiples of numbers within the mental grasp of the pupils.

What number less than 20 will contain 2, 4, and 5?

There is no number less than 20 that will exactly contain them all.

What is the least number that will exactly contain 4, 6, and 9? 36 is the least number that will contain 4, 6, and 9.

As it is the least number that will contain these numbers, what common multiple may we call 36? The least common multiple.

Define the least common multiple of two or more numbers. *The least common multiple of two or more numbers, is the least number that will contain them without a remainder.*

By this process the teacher simply guides the mental activity of the child into channels that have been previously clearly outlined in his own mind.

Again, the teacher is going to use these gathered facts mainly in fractional applications, and should pass at once to the reduction of unlike fractions, to like fractions, as a means of securing a ready acquaintance with the multiple relations of numbers. And once there, he should in the main confine his attention to a thorough training in finding the least common multiple by inspection.

What a waste of valuable time is this "tit-tat-too" plan of finding the least common multiple of numbers, that a little thought will give the child at a glance. You can see what thinkers it makes of pupils by reading the following:

Teacher.—Find the least common multiple of 9, 18, 24, and 36.

The pupils at once put on their slates the following sketch:

3	9	18	24	36
3	3	6	8	12
2	1	2	8	4
2	1	1	4	2
	1	1	2	1

72, least common multiple.

They have found the least common multiple of these numbers, and I proceed to question them.

How do you know that 72 is the least common multiple of these numbers?

Will 72 contain these numbers?

What is the least common multiple of 4, 6, 9, 18, 24, and 36?

What is the least common multiple of 2, 4, 6, 8, 12, 18, 24, 36, and 72?

Compare the least common multiple of any group of numbers with the largest number in the group?

Compare it with the smallest number in the group.

To none of these questions are the pupils ready to give satisfactory answers. The work of the class has been simply that of figure manipulation.

Let us look at another plan:

Which of these numbers must the least common multiple contain? All of them.

Name a group in which the largest number in the group is the least common multiple. 8, 8, 12, and 24.

What can you say of the largest number in a group of which you wish to find the least common multiple? It may be the least common multiple itself.

Make a statement about the group 9, 18, 24, and 36.

The largest number in the group is not the least common multiple of the group.

36 is a multiple of what numbers in the group? Of 9 and 18.

Why may we strike these out? Because any number that contains 36 will contain numbers that 36 contains.

What is our new question? What is the least common multiple of 24 and 36?

As it is not 36 what relation does it hold to 36?

It must be some number of times 36. Why? That it may contain the number 36.

What is the least common multiple of 24 and 36? Twice 36, or 72.

To lead the pupil to make discoveries, and to state in fitting language the results of these discoveries, is the most pleasant and profitable labor of the teacher.

NUMBER AND LANGUAGE

Every lesson in numbers should be a "language lesson," is one of Col. Parker's maxims. So every lesson in minerals, in morals, in botany, etc., should be a language lesson. From this we infer that in teaching numbers provision should be made for language. Language is an expression of thought; there must be thinking in which numbers are used.

1. I bring two sticks to the notice of the class, one a foot long, the other two feet; the first I mark A, the second B. I say to the class, "Make a statement." A boy is sent to the blackboard and he produces:

"A is one half as large as B." Another may state it: "B is twice as large as A." The teacher may show the shorthand way of stating it: $A = \frac{1}{2}B$; $B = 2A$.

2. I bring in another stick one foot long and mark it C, and say, "Make a statement." The pupils will write out their thoughts, and it will come out in questioning: $A + C = B$, $C = \frac{1}{2}B$, $2C = B$.

3. The teacher shows a pint cup, fills it with water, and pours it into a quart measure, saying, "Make a statement."

4. The same process is used with the quart and the gallon.

5. Then the pint and the gallon.

All of these statements can be made, and the pupils not understand fractions; they learn how to express their thinking in fractional terms.

6. The foot rule will afford many examples.

The teacher cuts a strip of paper an inch wide, and a foot long, and divides it into inches; then he cuts off an inch and gives to James and says, "Make a statement." He cuts off two inches and says, "Make a statement." He cuts off three inches and says, "Make a statement."

It will not be best at this time to reduce the $\frac{3}{4}$ to $\frac{6}{8}$ and thus complicate the thinking.

7. Get three cents from one boy, and four from another and say, "Make a statement."

8. Put all the cents in a pile, and then ask for a statement as to John's part of the whole, then of James'.

9. Mark out on a piece of paper or on a blackboard a checker of ten inches each side. Then point to one square and say, "Compare this with the row of squares and make a statement." "Compare it with two rows and make a statement." "Compare one row with the entire space and make a statement."

"Take four squares in the corner and compare with all the squares," etc.

10. Ask John to put three marbles on the desk, James four, Henry five, and ask for statements. What part has John? What part has James? What part has Henry? Compare John's and James', etc.

11. Let John put two pieces of paper an inch square each, on the table; give Henry four and ask for a statement. "Henry has twice as many as John."

Now ask the pupils in turn how many they will need, to have three, four, five, etc., times as many.

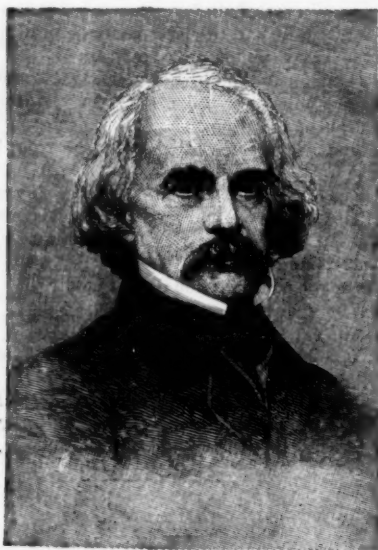
Mary will say, "I shall need ten squares to have five times as many as John," etc., of the rest.

In this way the multiplication table is made.

Exercises of their own make should be written out by the pupils and handed to the teacher. Thus the pupils learn to think in numbers.

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.



Nathaniel Hawthorne.

Born, July 4, 1804.

FIRST PUPIL.

Nathaniel Hawthorne came from a Puritan family living in the town of Salem, Massachusetts. His father died when the boy was four years old, and the mother took her three children and went to live with their grandparents.

SECOND PUPIL.

Nathaniel was a bright, handsome boy, and a great lover of books, reading "Pilgrim's Progress" when only six years old. He was very fond of poetry, and enjoyed Milton, Shakespeare, and Pope. The first money he ever earned went to buy a copy of Spenser's "Faerie Queene." Much of his time was spent in day dreams, and he used to invent wonderful stories about the things he would do when grown up.

THIRD PUPIL.

When sixteen he started a weekly paper, which he called the *Spectator*. This does not seem to have been a prosperous undertaking, for after six issues it was brought to a close, its editor giving this notice: "We are sorry to be obliged to inform our readers that no deaths of any importance have taken place, except that of the publisher of this paper, who died of starvation owing to the slenderness of his patronage."

FOURTH PUPIL.

At seventeen he entered Bowdoin college, where he was a classmate of Longfellow and Franklin Pierce. At that time he was called "the handsomest young man in that part of the world." He was a good student, and already began to dream of authorship. One day he wrote to his mother, asking her how she would like to see a whole shelf of books with his name printed on the backs.

FIFTH PUPIL.

But it was a long, weary time before he realized his ambition. The outlook for literature was poor, and for many years he lived in obscurity and poverty. George Bancroft, the historian, was at that time collector at Boston, and he secured Hawthorne a position as weigher and gauger in the Boston custom house. The work was hard, and uncongenial, but he remained at his post for two years.

SIXTH PUPIL.

In 1842, he married Sophia Peabody, and went to live at the "Old Manse" in Concord where Emerson had lived. "Mosses from an Old Manse" was written here.

SEVENTH PUPIL.

Mr. James T. Fields encouraged him to write a book for him to publish, and Hawthorne began the "Scarlet Letter." The book was published in 1850, and five thousand copies were sold during the first ten days. This

was followed by the "House of the Seven Gables." "The Blithedale Romance" was published in 1852, and in the same year the author purchased Mr. Alcott's home in Concord, with twenty acres of land adjoining, and named it "The Wayside." He enjoyed life in this quiet retreat among the trees, and he spent much of his time walking on a ridge back of his house. "Tanglewood Tales" were written there.

EIGHTH PUPIL.

At last came the desired opportunity for a visit to Europe. During President Pierce's administration Hawthorne was appointed consul to Liverpool. During his stay in England the delightful "English Notebooks" were written. After leaving Liverpool the Hawthornes spent some time in Italy where they had for friends the Brownings, the Storks, and Harriet Hosmer. While there Hawthorne wrote "The Marble Faun."

NINTH PUPIL.

Two more books were written after Hawthorne's return to Concord; but he was failing rapidly, and his friends were very anxious. He went on a trip southward with ex-President Pierce, and while on the way died suddenly. He was brought home and buried in the little cemetery where Emerson now rests. It was a quiet little funeral, though the whole world mourned.

TENTH PUPIL.

Longfellow wrote a beautiful poem about him, the last verse referring to his unfinished novel, which was laid on his coffin:

"Ah! who shall lift that wand of magic power,
And the lost clew regain?
The unfinished window in Aladdin's tower
Unfinished must remain."

THANK heaven for breath—yes, for mere breath—when it is made up of a breeze like this! It comes with a real kiss upon our cheeks; it would linger fondly around us if it might; but since it must be gone, it embraces us with its whole kindly heart, and passes onward to embrace likewise the next thing that it meets. A blessing is flowing abroad and scattered far and wide over the earth, to be gathered up by all who choose.

—HAWTHORNE.

IMAGINATION STORIES.

WILLIE AND ROVER.

1. Willie Jones has a dog—dog named Rover—Willie not always kind to Rover.
2. One day hits him with stone—hurts his head—dog lies down in his kennel.
3. Willie goes toward river—Rover follows him—Willie gets in boat—pushes from shore—falls in water.
4. Willie screams—Rover jumps in river—takes jacket in his teeth—brings him to land.

JENNY'S DISAPPOINTMENT.

1. Nine o'clock—Jenny still in bed—mother calls—Jenny says yes—goes to sleep again.
2. An hour later—Jenny wakes—hears noise in yard—goes to window—sees family drive off—going to grandma's.
3. Jenny home alone—much disappointed—cries all day.

THE BOY WHO LIKED APPLES.

1. Boy—apple tree loaded with apples—dog behind fence.
2. Boy wants apples—climbs fence—dog chases him.
3. Boy carries hand in sling—don't like apples any more.

JOHN'S RIDE.

1. John's father has a horse—John forbidden to ride him.
2. Father is away from home—John goes to stable—nobody sees him—takes horse out.
3. John lying on ground—doctor sent for—doctor sets leg—John walks with crutches.

HUCKLEBERRY PIE.

1. Grandma had been baking pies—they were huckleberry pies—Carrie was fond of them.
2. Carrie went in the pantry—saw pie—cut one—ate a big piece—thought grandma wouldn't know who did it.
3. Stain on Carrie's apron—grandma saw it—asked Carrie how it came there—she told the truth.

OUR TIMES.

IMPORTANT EVENTS, DISCOVERIES, ETC.

NEWS SUMMARY.

JUNE 2.—Behring sea and Newfoundland matters discussed in the British house of commons.—The silver question in congress.—New York constitutional convention meets at Albany.—Work of taking the census proceeding rapidly.

JUNE 3.—Another Nihilist plot against the Czar.—Germany, France, Russia, and Switzerland sign the treaty for the repression of anarchy.—The commission to consider the consolidation of New York and neighboring cities held its first session.

JUNE 5.—The English parliament defeats the bill for a tunnel under the English channel.—Disensions in the British cabinet over Irish matters.—Attempt to blow up La Grande Chartreuse monastery in France.

JUNE 6.—The German war-minister wants more money.—The Lake Mohonk conference favors industrial education for the negro, and the establishment of a postal savings bank system.—Loss of life and property in several states from electrical storms.

JUNE 7.—Edwin Arnold, the poet, finds his long lost son in Japan.—Native fishermen in Newfoundland resent French interference.

JUNE 8.—Berlin lottery shops raided by the police.—Cardinal Manning celebrates his silver jubilee.

EUROPEAN GOVERNMENTS AND THE PRESS.

The calling of editor or newspaper correspondent in Europe is a somewhat dangerous one. The various continental governments have adopted stringent measures in regard to the press. The Berlin authorities have issued a notice that those who contribute to the press reports the government deems sensational or baseless, will be tried for fraud, and punished by imprisonment at hard labor. This makes the position of foreign correspondents one of considerable peril. Representatives of the foreign press have been expelled from Italy, Roumania, and Serbia for venturing to criticize those governments. At Madrid, Vienna, and Lisbon the liberty of the press has been curtailed. In Russia not only acts of commission, but acts of omission are punished. In Warsaw recently the government officer threatened the editors with imprisonment if they did not publish favorable notice of a certain dramatic performance. He was obeyed. In what ways are the utterances of the press restricted in the United States?

NEWFOUNDLAND FISHERY DISPUTE.

The people of Newfoundland have been practically in rebellion against the British government. Not long since they sent an address to the queen protesting against the provisional arrangement entered into between the British and French governments. Lately the officers of a French man-of-war issued a proclamation forbidding the people of Newfoundland to fish in St. George's bay, or to continue their lobster canning factories. The people thereupon refused to pay duties on imports, on the ground that the British government, having refused to protect them, had lost the right to tax them.

The trouble is of long standing. By the treaty of Utrecht in 1713, there were reserved to France certain rights over a portion of the Newfoundland coast known as the French shore. Unfortunately, the language defining the French rights was ambiguous, and has lent itself to widely different constructions. The French contend that by the terms of the treaty they enjoy an exclusive right of fishery between Cape St. John and Cape Ray, passing round the north of the island, and that all British fixed settlements on the intervening coast are contrary to the international compact. On the other hand, the Newfoundlanders maintain that they have a concurrent right of fishery so long as they do not interfere with the fishery of the French. They also assert that the right given to the French to catch fish does not include lobsters, for lobsters are not fish. The dispute has led to frequent riots, and the attempt of the British and French governments to settle it appears to have made matters worse.

WORK ON THE NICARAGUA CANAL.

Considerable work is being done on the canal in and around Greytown. Buildings have been put up at various points, including a receiving warehouse and depot, quarters for the officers and men, barracks for laborers, and a hospital where at present a number of patients can be accommodated. From the head of the inner bay, and in a straight line to the divide, sixteen miles away, an immense clearing has been made along the line of the proposed canal. The ground rises gradually from the seashore until it terminates in the bold, rocky ridge—the Culebra of the Nicaragua scheme—where a considerable portion of the money of the enterprise must be expended. This clearing through the virgin tropical forest is over a thousand feet wide at Greytown, but a short distance above, is reduced in width to about five hundred feet. What other canal at the isthmus was started? What are the prospects of its completion?

NEW OIL WELLS.—Much excitement was caused near Pittsburg by the discovery of oil. The well is said to be good for from five hundred to twelve hundred barrels of

oil per day. There is another new well at Murrinsville. What are produced from petroleum?

PURE FOOD BILL.—A bill was introduced into congress providing that to protect interstate commerce there shall be organized in the department of agriculture a food division, that shall be charged with the duty of procuring and having analyzed samples of food or drugs sold in any state or territory other than where manufactured. The introduction of such articles is prohibited under penalty of fine and imprisonment. Why is it necessary for congress to act in this matter?

INDIAN BONES DUG UP.—While grading grounds for a boat-house at Troy, N. Y., three well-preserved skulls were found about four feet below the surface on the bank of the river. It is believed that the burial-place of the old Mohawk Indians has been uncovered. Where did the Mohawk Indians live? With what other tribes were they associated?

EARTHQUAKE IN PERU.—The severest earthquake shock experienced in many years occurred. It was followed by two other shocks, which, though milder than the first, were of more than the average severity. Describe an earthquake. Why does it sometimes bring a tidal wave?

THE CRETANS' PETITION.—The Cretans circulated petitions to the Powers asking that a governor almost independent of the Porte be appointed; that all fiscal revenues be ceded to the Cretan administration; that the decisions of the Cretan assembly be submitted to the governor for sanction without reference to the Porte; that the native police be re-established; that the Turkish troops be withdrawn, and that the tribunals be reformed. What is meant by "the Powers"?

TRIAL OF ANARCHISTS.—The German government instructed a monster trial of Anarchists, who are charged with distributing seditious pamphlets printed in Geneva. The Altona authorities have ordered the expulsion from there of many Russian, Austrian, and Scandinavian Anarchists. Why expel them?

SIBERIAN REVOLT.—There have been revolts in the gold mines near the Lena river, belonging to Russian millionaires. The miners were goaded to rebellion by starvation wages and maltreatment. A troop of Cossacks were beaten off by the men, and two regiments were ordered to the scene.

ANOTHER OCEAN CABLE.—A cable is about to be laid from Halifax to Bermuda. It is 874 miles in length, and weighs 2,061 tons. Who laid the first cable? When?

HURRICANE AT SOFIA.—The northern part of Sofia was wrecked by a hurricane. The loss of life was considerable, including several soldiers and many citizens. In what country is Sofia?

BRAZIL FAVORS ARBITRATION.—The cabinet of Brazil approved the action of the Pan-American congress recommending arbitration in questions in dispute between the several governments of America. Why adopt arbitration?

A DYNAMITE GUN EXPLODES.—A scientist named Justin invented a gun that would throw a shell charged with dynamite. Recently thousands of people were gathered near Syracuse, N. Y., to see the gun tested. On account of some defect in the shell it burst before leaving the gun. Many pieces of the gun were carried a mile, but strange to say, no one was injured. Such a gun, if successful, would revolutionize warfare because a fort could be destroyed with one shell.

MONUMENTS DEDICATED.—A monument to Garfield was dedicated at Cleveland on Memorial day. A granite shaft to the memory of McClellan was unveiled at Trenton, N. J. In New York the corner stone of the Washington memorial arch was laid. Tell of some of the services performed by these men.

A VILLAGE DESTROYED.—Bradshaw, Neb., was swept by a tornado, and nearly every house destroyed. Nearly twenty people were killed and many injured. The governor of the state issued an appeal to the mayors of the cities in the state asking for money, lumber, provisions, and bedclothes. Why are wind-storms so violent in that section?

CHOLERA IN TURKEY.—Cholera is rife at Desereh, on the Tigris. A sanitary cordon has been placed around the town. What is the nature of cholera? When was it epidemic in the United States?

THE MOST POPULAR THROUGH TRAIN IN THE WORLD.—The most popular through passenger train in the world is the No. 3 on the New York Central and Hudson River Railroad. It leaves New York for the West at 6:00 P.M., daily, and consists of from twelve to sixteen magnificent Wagner Vestibule Sleeping-Cars, in addition to day coaches, dining, baggage, mail, and express car.

OF SPECIAL INTEREST TO PUPILS.

ONE USE FOR THE EIFFEL TOWER.—Meteorologists found the air remarkably pure and wholesome at the top of the tower, and a British savant, an authority on air, proposes to bring down, by means of a high tower, a continuous supply of the article which can be introduced at an agreeable temperature into all the public buildings, hotels, theaters, dwellings, and the like.

ENGLISH GAINING GROUND RAPIDLY.—The English language is now spoken by over 100,000,000 people in the United States, British Isles, Canada, Australia, West Indies, India, South Africa, and several other countries. French is spoken by 45,000,000 persons in France, Belgium, Alsace-Lorraine, Switzerland, United States and Canada, Algiers, India, the West Indies, and Africa. At the time of Shakespeare and Milton only 6,000,000 people spoke English, and in 1780 only 16,000,000, there then being nearly three times that number of French-speaking people. Fifty years ago English was spoken by about as many people as German, but German is now left far in the rear with only 60,000,000 speaking it. English will probably be spoken in the next hundred years by more people than any language in the world.

GARFIELD'S MONUMENT.—A colossal monument to the memory of James A. Garfield was dedicated at Cleveland on Memorial day. It is 165 feet high, and stands on an eminence in the cemetery which overlooks the city and surrounding country. It is ornamented with figures and designs that are both beautiful and artistic.

AN OCEAN QUEEN.—A new ocean steamship, the *Nor-manna*, of mammoth size, recently arrived at the Hamburg-American packet company's dock in Hoboken. She is 10,000-ton burden; carries 16,000-horse-power engines, and has a deck boiler that can be connected with the pumps, so as to give her steam power in case the boilers below are disabled. One of her screw propellers can be reversed while the other goes ahead, so that the big ship while going at full speed can be turned in less than her own length. The captain from his bridge with the aid of a motograph can tell whether his orders have been understood and obeyed. This instrument tells how many revolutions the screws are making, and whether the engines are moving forward or backward.

LIBERIA'S FIRST STEAMBOAT.—The Liberians have just launched their first steamboat the *Grand Republic*. It was once a sugar mill, and the engine that ground the sugar now moves the boat. It propels two wheels, each of which has four paddles. There were fireworks and a torchlight procession upon the occasion of the first departure of the *Grand Republic* up the St. Paul river. It goes up fifteen miles one day and returns the next.

POSTAGE-STAMP PORTRAITS.—Americans need not forget how their noted men looked, for portraits of many of them are on money and postage stamps. The portraits on stamps are as follows: One cent, Benjamin Franklin; two cent, Washington, colored green; three cent, Washington, colored vermilion; four cent, Jackson; five cent, Garfield; six cent, Lincoln; ten cent, Jefferson; fifteen cent, Webster; thirty cent, Hamilton.

IMPROVING THE MISSISSIPPI.—The great commercial importance of the river is shown by the fact that the main trunk and its thirty-five tributaries have 15,000 miles of water-way. Three thousand vessels float upon it. It has no constant channel. The yielding soil that forms the bed, and the consequent accumulations of sediment, together with the irregularity in the volume and velocity of the flow, have all united to cause marked and dangerous changes of course; besides, the numerous peninsulas formed by the river's windings are constantly removed or over-ridden in flood times. The proposed improvements include protection for falling banks and a narrowing of the channel to a uniform width of 3,000 feet by means of levees. In this way the speed of the current will be increased to such a degree that the bars and snags will all be washed away by it.

TEACHING THE BLIND IN CHINA.—A system for teaching the blind has been devised by Rev. W. H. Murray, a missionary, who reduced the Chinese language to 408 syllables. By this system the blind have been enabled to learn to read with great facility. The blind themselves are employed in the stereotyping and printing of books, which are produced at a low rate, compared with books embossed for the blind in this country. Among the Chinese the blind are regarded with great consideration, and they are watched with intense interest when they read with their fingers from the books they carry in their hands.

WHERE SHIPS ARE REPAIRED.—The double-turret monitor *Puritan* was the first vessel to enter the new dry-dock at the Brooklyn navy yard. The dock is 530 feet long, with an extreme width of 130 feet 4 inches, and a depth of 32 feet 8 inches. The depth of water over the gate-sill at the entrance is 25 feet 6 inches at high water. The pumps have a capacity of 80,000 gallons per minute, and can empty the dock, when no vessel is in it, in an hour and a half.

CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

FROM MY EXPERIENCE.

I have now taught four years. For three years I stumbled along in the old way, viz.: kept school, asked the questions laid down in the text-books, drew out answers, likewise my pay; secured the good-will of pupils, also parents; was visited by county superintendent, who repeated a memorized form, the substance of which was, "You are doing a good work, am well pleased;" was visited by the school-board who echoed the aforesaid form, closed school, with an exhibition, and received congratulations. Though apparently successful I was not satisfied, but I knew not where to look for help. At this time I subscribed for THE SCHOOL JOURNAL. I first read it with curiosity, then with astonishment. I saw in its columns a liberality of opinion on much needed educational reforms, and I awoke to a new life as it were. I began to see that teaching school meant something more than putting in time and drawing pay; that school government meant something more than securing strict compliance with a prescribed set of rules; that teaching morals meant something more than preventing fighting and swearing on the school grounds; that securing the respect and admiration of the pupils meant something more than being able to out-run, out-jump, or throw down the large boys, or flirt with the large girls; and that "giving satisfaction" should secure more for the patrons than the remark, "The children liked him very well." I began to see that the teacher's work is analytic as well as synthetic; that he has to direct and control the unfolding of the child's mind as well as to assist in the inculcation of those virtues which form the foundation of a true and noble character.

In short, I was in a few weeks transformed, after the Dr. Jekyll and Mr. Hyde fashion, from a passive disciple of the old school to an enthusiastic advocate of the New Education. In consequence I received forty-five dollars per month last year which is five dollars' advance of "good teacher's" wages, and have engaged for the coming year at fifty dollars (in the same place). I write you because profoundly grateful to THE SCHOOL JOURNAL for opening my eyes to the real work of the real teacher, and showing me how to do it.

S. L. G.

A COLLEGE EDUCATION IS OF PRACTICAL VALUE.

If Mr. Carnegie did not find college men in business, it is simply because he did not look for them. They are there in just about as large numbers as one could expect to find them.

In the first place, but about one-half of one per cent. of our young men take a college course. In the second place, most of this small number of our young men who do enter college, enter with the intention of studying a learned profession. It is only of late years (since the power of the almighty dollar has so greatly increased) that young men have entered college, intending after graduation to pursue a business career. But now many are doing so.

Certainly a college education pays in political life. Dr. Fellows, of the Iowa state university, has estimated that one half of one per cent. of the men in the country who take college courses, secure no less than fifty-eight per cent. of the highest offices under the national government, while the ninety-nine and one-half per cent. who do not go to college receive but forty-two per cent. of the higher offices. In New Jersey from 1750 to 1850, two-thirds of the highest offices were held by college men!

It will pay the teacher to take a college course. I have seen teacher after teacher, doing good work, stop and take a college course, and rise to eminence in his chosen profession.

I believe it will pay the business man also. In the New York Tribune of May 7, 1890, Chauncey M. Depew says:

"Hundreds of college graduates within the last five years have begun in the various departments of railway work at the bottom. They were firing on the locomotive, working in the machine-shop, switching in the yards, keeping books in the treasurer's office, serving in the freight and passenger departments, and my observation of them for this period has demonstrated the value of a college education."

Seth Low, now president of Columbia College, but formerly a business man, says he feels sure that a college trained man can in five years reach the position of the man who began as a boy in a business. Mr. James W. Alexander, vice-president of the Equitable Life Insurance Company, names no less than sixty-one presidents of the largest railroads and banking institutions in the country, who are college men, and says he can add to the list almost indefinitely.

I would urge every man who has a craving for a higher education, to ponder it well before he gives up his cherished hopes. It will pay him to submit to many privations, if only he can enter the struggle of life with a brain well equipped and disciplined. It is the duty of teachers to put the facts before pupils who are thinking of a higher education.

G. G. GROFF.

Bucknell University.

THE ALTITUDE OF POPOCATAPETL.

Mr. Persifer Frazer has noted the following altitudes of this volcano, as determined by the authorities quoted:

Von Humboldt	17,777 feet.
Offrean	17,816 "
French Commission	17,886 "
Birkek	17,955 "
Ponce de Leon	17,790 "

The average of these which does not vary 350 feet from the extremes is also in quite close accord with that of Horsford and Ober, the exact figures of which I cannot now recall. Professor Heilprin's determination is reported about 3,000 feet less than this, but until his full observations are made public it is hardly fair to compare it with the foregoing, inasmuch as there has possibly been an error in the transmission of his first report.

J. W. REDWAY.

A REMEDY FOR TARDINESS.

Last year and the year before the tardiness for each teacher in the city amounted to from 20 to 60 per month. There are three buildings in the city with three teachers in each building. I told the pupils that the grade in each building having the lowest per cent. of tardiness compared with the number I enrolled could have a half-holiday on the Friday following the close of each school month. The success has been wonderful. Each room is endeavoring to obtain that half-holiday, and now we seldom have more than 10 tardinesses in any month, and they have been as low as 4 with an enrollment of 35. Although in this way the pupils lose half a day once a month, I believe that they gain much more by learning to be punctual and regular. This plan may prove successful with other teachers.

Phoenix, Arizona.

T. E. DALTON.

ANXIOUS TO IMPROVE.—I have received a great deal of instruction from your "correspondence" department. I have been teaching for some time, but feel the necessity of better methods, a better understanding of children, and a general review and improvement of my own education. (1) Will you recommend a summer school convenient to me? (2) How would you advise me to study bookkeeping at home?

C. S.

(1) The nearest summer school that you can get at is at Glens Falls, N. Y. You can obtain full information by writing to Prof. Sherman Williams at that place. (2) There are several treatises on bookkeeping. The best way for you to do is to put down a number of items relative to the cost of things, make out a day-book, and then post these items in the ledger. Get a merchant of your acquaintance to point out any defects.

INDECENT NOTES.—What would you do with a case where a boy passed such a note (enclosed an indecent one) to his companion? Both boys are members of very respectable Christian families.

M. L. F.

Here is need of moral elevation. You do not know, because you are a woman, but men very well know that boys hear much obscene talk from men twice and thrice their age. In some communities there is a deluge of it among the boys and men. I should advise you (1) to call on the mothers and show them the note, and ask their co-operation; (2) bring the matter before the school, say that girls use no indecent language and exhort them to clean talking and thinking; (3) take one of these boys at a time and talk with him privately looking him clearly in the eye. Don't blame him; tell him he hears such words and has got the habit of using them, but that unless he overcomes the habit it will prevent his ever being much of a man.

PRIMARY TEACHERS.—I would esteem it a great favor if you would give me your views upon the following question. Should teachers of the primary grades receive the same maximum pay as teachers of the grammar grades?

W. A. D.

Newark, N. J.

The editors of THE SCHOOL JOURNAL take this ground: A TEACHER should receive teacher's pay, no matter what his grade may be.

Note.—We say a teacher, one who has prepared himself to develop, unfold, and instruct the human mind. He will be able to do a teacher's work no matter whether he is in the primary or higher grades. Such work is worth as much in one place as in another. But there are exceptional cases where one should receive extra pay.

CIVIL GOVERNMENT.—Do you know of any book on "civil government" relating especially to the constitution and laws of Pennsylvania, giving the duties, etc., of the state, county, city, and borough officers, etc., and if so, give price and by whom published?

L. A. L.

The constitution of Pennsylvania will furnish much of the information you desire. Ask the senator or representative in your district to get you a book containing it. For further information consult the revised statutes of Pennsylvania which may be obtained of any justice or lawyer.

HANNAH FLAGG GOULD.—Can you tell me Hannah Flagg Gould's birthplace and correct date of birth?

Visalia, Cal.

A. S.

Born in Massachusetts, 1789, died 1865. She wrote for magazines and newspapers, and published several volumes of prose sketches and poems.

EDUCATIONAL NOTES.

EDUCATIONAL ASSOCIATIONS AND SUMMER SCHOOLS.

Alabama, State Ass'n, Montgomery, June 24-6.
American Institute of Instruction, Saratoga, July 7-10.
Arkansas, State, Mt. Nebo, July 8.
Delaware, State, July.
Illinois, Southern, Carme, Aug. 26-28.
Kentucky, State, Hopkinsville, July 1-3.
Kentucky, State, Frankfort, June 25-7.
Louisiana, State, Shreveport, July 2-3.
Maryland, State, Bay Ridge, July 8-10.
Missouri, State, Sweet Springs, June 27-8.
Missouri, State, Bonne Terre, July 15.
North Carolina, State, Morehead City, June 17.
National Association, St. Paul, July 8-11.
New York, State, Saratoga, July 7-9.
Ohio, State, Lakeside, July 1-3.
Oregon, State, Salem, July 1-3.
Pennsylvania, State, Mauch Chunk, July 8-10.
Southern Educational Association, Morehead City, N. C., July 1.
South Carolina, State, Greenville, July 16-18.
Tennessee, State, Memphis, July 1-3.
Texas, State, Galveston, June 24-6.
West Virginia, State, Moundsville, July 1-3.

SUMMER SCHOOLS.

The Polk County Normal Institute, June 23-July 3.
Peabody Normal Institute, Florence, Alabama, May 26-June 20.
Arkansas Summer School, Mt. Nebo, July 8-Aug. 15.
Interstate Summer School, Edinboro, Pa., June 30-July 11.
White Mountain Summer School, Littleton, N. H., July 9-29.
Wisconsin Summer School, Madison, July 14-August 8.
Erie (Pa.) Summer School of Methods for Teachers, July 14-Aug. 8.
Columbus, Ohio, July 14-July 23. Pottsville, Pa., July 21-Aug. 1. Asheville, N. C., July 28-Aug. 8. Jefferson, Ohio, Aug. 1-15. Grand Rapids, Mich., Aug. 18-29. Detroit, Mich., Aug. 18-29.
Summer School of Methods for Teachers and Kindergartners, Pacific Grove, Cal., July 1-6-August 6.
Monteagle (Tenn.) Assembly, July 1-Aug. 23.
Harvard University Summer Courses, July and August.
School of Expression, Newport, July 5.
Chautauqua College and Schools, July 5-Aug. 15.
Amherst Summer School, Amherst, Mass., July 7-Aug. 8.
National Summer School of Elocution and Oratory, Grimsby Park, Ontario, July 7-Aug. 15.
Boston Summer School of Oratory, July 8.
Duluth Summer School of Languages, July 8-Aug. 16.
Sauveur Summer School of Languages, Burlington, Vt., July 9-Aug. 19.
Martha's Vineyard Summer Institute, July 14.
Southern California Summer School—Santa Monica, Cal., July 14 to August 22.
Bay View, Michigan, Assembly and Summer University, July 16-Aug. 13.
Glens Falls, New York, Summer School and National School of Methods, July 20-Aug. 16.
Nova Scotia School of Science, Parrville, July 21-Aug. 2.
State Normal Institute, Troy, Ala., Aug. 11.
Western Summer School of Methods, Aug. 25-Sept. 5.

AN INDUSTRIOUS EDUCATIONAL WORKER.

One of the most industrious and valued workers in the educational field is Dr. Edward Brooks, formerly principal of the Millersville state normal school. After leaving that institution he spent over a year in trying to regain his health. Then he accepted the presidency of the National School of Oratory in Philadelphia for the purpose of aiding the authorities in its reorganization. As soon as this was accomplished he resigned the position and spent several months in travel. For two years he had charge of the normal department of the Florida Chautauqua, at De Funiak Springs, Florida. For the past three years he has been quite extensively engaged in institute work in Pennsylvania and New Jersey. Last summer he lectured at summer normal schools held at Round Lake and Glens Falls, New York, and Cumberland, Md.

During the last three years he has prepared a work on "Plane and Solid Geometry," devoting to it an unusual amount of time in the effort to more completely adapt it to the best interests of the student of this science. He has also during this time revised several of his mathematical text-books that they might continue to represent the best educational thought and most approved business methods of the day.

Dr. Brooks is now engaged on a little literary venture in which he feels considerable interest. Some of the most celebrated classics are very seldom used even by cultivated people, and he is trying to get out a simplified version of several of them that will not only be interesting in themselves, but will awaken an interest in the originals, and lead people to read them more generally than they are now doing. They are designed especially for the young. One of them will be out in a few weeks.

THERE is an increased interest in the subject of moral teaching in our schools. We notice an article in the *New Rochelle Press*, by Mr. Casper G. Brown on this sub-

ject in which he claims that "no greater mistake was ever made than to suppose that learning necessarily makes better men." This is so, but we wish Mr. Brown had defined "learning." This word has a wide and varied application. In our view true intellectual culture is not incompatible with a low standard of morals, and in another view it is. It all depends upon what we mean by culture.

THE American Book Company has placed its affairs in almost complete order in a very short time. The Chicago branch of the company is to be conducted by Mr. Charles J. Barnes, and the Cincinnati branch will be under the direction of Van Antwerp, Bragg & Co. The general management of the business of the company will be conducted under the direction of the agency committee, of which Mr. George R. Cathcart is chairman. In this all the interests of the old firms are represented. Mr. Charles W. Brown, who had charge of the educational department of D. Appleton & Co., is secretary of this committee; Mr. T. F. Donnelly, of A. S. Barnes & Co., is associated with him to take charge of the New York City interest, and the East in general. Mr. Perkins, so well known in the New York schools, will still be seen among them, and Mr. George H. Beattys has the Brooklyn schools for his department. Mr. Isaac Van Houten has northern New Jersey, and Mr. M. E. Banks has Connecticut and Long Island for his field.

THE state teachers' association of Tennessee will meet at Memphis, July 1-3. The address of welcome will be made by Judge Greer, of Memphis, and the response by Dr. Chas. W. Kent, of the University of Tennessee. State Supt. Z. H. Brown will also deliver an address. The subjects to be considered include "Harmony Between the Schools, Public, Private, City, and Country," "Tenure of Office," "Teachers' Associations," "Relation of Schools and Colleges," "Supervision," "Normal Schools and Colleges," "Technical Education," "Gradation of Schools," "Female Education," and "School Libraries."

THE following Peabody normal institutes of one week each will be held in Tennessee: Ripley, June 16; Bell's Depot, June 23; Waverly, July 7; Greenville, July 21; Pikeville, July 28. Institutes for colored teachers will be held at Knoxville, Shelbyville, and Memphis June 23.

IN accordance with a law passed by the legislature, the state board of education of Louisiana has declared that no other books shall be used except those named on the list adopted by the board. The parish superintendents throughout the state are instructed to enforce this law.

DR. CUYLER, who has just retired from preaching in Brooklyn, has steadily written on religious subjects for religious papers, for thirty years. A great part of the good he has done has been done by his writing. What teacher has written thus on educational subjects? Nor is it because his pay for his articles has been large; in all cases the remuneration has been small, in many cases there has been none at all. There is a screw loose in education when superintendents, professors, etc., drawing good pay, cannot be got to write a word on education. Educational sphinxes abound; they are good to look at, anyhow, like the one on the Nile.

ON August 31 next, the Bridgewater normal school, A. C. Boyden, principal, will complete the fiftieth year of its existence, and will combine the semi-centennial celebration with the biennial convention on August 28. The graduates of this school are numerous, and have had an influence on education in many states. The grand reunion on this occasion will be an event of no small importance.

THE friends of manual training will be gratified to learn that a new building for the Baltimore manual training school was opened on Courtland street June 2, the sixth anniversary of the organization of the school. This building has double the capacity of the old one, and shows that six years of trial of the school have proved that it is successful, and meets public wants.

ON Memorial day the Grand Army of the Republic presented each public school in Lockport, N. Y., with an American flag. John Hodge, president of the board of education, received the flags, on behalf of the schools, from Gen. J. R. Stayton, of Buffalo, the orator of the day. The exercises were all of a patriotic character, and were very successful. Supt. Belknap has our congratulations. We are pleased to note that events like this are

increasing in number. The movement to instill patriotic sentiments into the minds of the rising generation is one in the right direction.

JACKSON COLLEGE, at Jackson, Miss., is one of seventeen institutes for the colored race sustained by the Baptist Home Missionary Society. It is very prosperous under Rev. Charles Ayer's administration. There are eight teachers and five assistant student teachers. Total attendance 263—number preparing for each 109. The students pledge themselves to abstain from tobacco and alcohol. Why not add this to the normal school pledges of the white race?

THE Georgia Normal and Industrial College for girls has been located by act of the legislature in Milledgeville; the buildings will be ready for the reception of pupils by the first of January next. Milledgeville has made a donation of \$10,000 for this purpose, and to enable the trustees to begin work at once, has loaned them \$12,000.

EXAMINATION questions for the pupils in the public schools of Bergen county, N. J., are received, together with copies of diplomas. County Superintendent John Terhune, is doing a good work for the teachers and pupils of the county.

THE most successful year of the Indian school at Carlisle, Pa., has just closed. During the last year there were in attendance seven hundred and seventy-eight boys and girls, representing some forty-one different tribes. The graduating class numbered eighteen—thirteen boys and five girls. In presenting the diplomas, General Morgan, the commissioner of Indian affairs, expressed the wish that the influences of Carlisle school might embrace in their scope every Indian boy and girl in our whole country.

THERE is an account of a visit to the Millersville (Pa.) Normal School in the *New Era*, that is very interesting, and shows the immense value of school and of such schools. It pays a just tribute to the ability of Dr. E. O. Lyte the principal, one of the finest educational characters in this western world. When the history of this century is written, the work of the normal schools will be seen to have influenced it far beyond the colleges; the life of the public schools is derived from the normal schools.

THIS advertisement appeared in the New York papers: "WANTED—Fifty men to work under air pressure; wages \$2 to \$2.50 per day of seven hours. Apply to S. BEARSEN & SON, New York." Let the teacher read this to his pupils, and then, by inverting a glass tumbler in a dish of water, explain how it is done.

PROF. WILLIAM M. GIFFIN says of our new edition of QUICK'S EDUCATIONAL REFORMERS, "I am much pleased with this new edition; every teacher should have a copy. I shall use forty copies." From this it will be seen that Prof. Giffin is to press forward the study of pedagogy in the West. May he have great success!

In a circular letter Secretary Dewey, of the board of regents, says: "The replies of principals to question in a circular letter of April 26, accord so fully in favoring the extension of time in the regents' examinations, that it is decided in the coming June examinations to begin at 9:15 A. M., and close at 12:30 P. M., and in the afternoon to begin at 1:45 and close at 5."

THE Alabama teachers seem to be alive to the needs of the time. The Jefferson county teachers' institute will meet at Woodlawn, June 19, 20, and 21. A strong program is ready.

THE first Peabody normal institute of the season opened at Florence, May 28, and will continue a month. The principal instructors are Dr. E. R. Eldridge, of Troy normal; Prof. J. H. Phillips, of Birmingham; Prof. N. W. Bates, of Florence normal; Miss M. B. Rode, of Birmingham; and Miss W. M. Allen, of Florence normal.

THE death of another boy, Thomas Grey, age thirteen years, of Verplanck, N. Y., was caused by excessive cigarette smoking. He had been fishing in the forenoon, and waded in the water for several hours. Returning home in the afternoon he was attacked by a congestive chill and shortly after died from heart failure. The physicians say he would have recovered from the chill had not the heart action been so weakened by cigarettes, that the natural recuperative power was destroyed. The

boy had been addicted to the use of cigarettes for several years.

NEW JERSEY school boys sometimes find other amusements than those in the regular line. Several pupils from a public school, in that state, lately found a den of snakes in a hole in the ground. They poked sticks into the hole and shortly the snakes began to come out. Forty-seven black snakes, five pilots, and fourteen garters were killed with sticks and stones.

MRS. BOLTON LACY has been practicing dentistry for twenty years in Brighton, Eng. She acquired her skill as assistant to her husband, and after his death was able to carry on his business and support her young family. She is especially successful in persuading timid children to have needed dental operations.

MRS. JOHN LOGAN is reputed to be very skilful with carpenter's tools, and to enjoy constructing any shelves or boxes the house may need.

THE following anecdote of Samuel J. Randall is related. Several congressmen were one day conversing in a committee-room when the talk turned on religion. Most of them expressed skeptical views. Mr. Randall sat at one end of a table writing letters, and apparently not listening to the conversation. When they had finished he arose, his face stern but bright, and said in his crisp way: "Gentlemen, Christianity is truth. The man who doubts it discredits his own intelligence. I have examined this matter for myself." Mr. Randall's honesty and integrity, amid all the temptations of Washington life, showed that he not only believed in Christianity, but practiced it. His life is a very instructive one.

In the *Catholic Educator* we find a "lesson on form," by Miss E. E. Kenyon. Its selection shows that our trans-Atlantic educators are able to appreciate a good thing when they see it.

THE State Teachers' Association meeting, at Saratoga Springs, will make their headquarters as usual at Congress Hall. Many are the kindnesses the teachers have had at this noted hotel, beside the excellent fare. So many teachers have grasped the "friendly hand" here that it is strongly associated with personal interests and personal feelings. As we think of it now we think of the earnest men and women that have gathered in its ample rooms. All appearances seem to indicate a large attendance at Saratoga this year.

It has been demonstrated over and over that there ought not to be high schools, but the people continue to build them. This must be in response to some divine instinct. Supt. Cooper at the laying of the corner stone of the Fort Worth, Texas, high school building said:

"These children of superior powers are precious to society, for it is to them that society must look for directive power. This kind of natural ability belongs to no class, rich or poor. We cannot create it, though we can develop, train, and mold it."

We are indebted to Dr. E. H. Cook for an invitation to the commencement exercises of the Rutgers College Grammar School, which were held Thursday evening, June 12.

THE Western Summer School of Methods and the Polk County Normal Institute, will be held at Des Moines, Iowa. The institute will continue from June 23 to July 3, the school of methods from August 25 to September 5. A superior corps of instructors has been secured, and teachers will have an excellent opportunity to perfect themselves in any line of work.

THE eighty-eighth anniversary of the East-Greenwich academy will be celebrated by the alumni of the institution June 19. The literary exercises will consist of an address by Col. Albert J. Monroe, and a poem by Mrs. Marietta S. Case, and an oration by Prof. S. F. Upham.

THE twenty-third annual meeting of the Arkansas State Teachers' Association will be held at Mt. Nebo, July 8, 9, and 10. Dr. Jerome Allen will deliver an address on "The Public School System."

THE commencement exercise of the Mt. Olive High School, Mt. Olive, N. C., were held June 12-13. Thanks are due Prin. Edward E. Britton for a neat invitation.

AN important change is proposed at Harvard College. The reduction of the college course to three years. The chief reason for this measure is the complaint that col-

lege men get at their work too late in life. Many of the Harvard alumni will bitterly oppose the change.

IN Wisconsin the state legislature grants a sum of money to carry on a summer school for teachers. We should like to see this adopted in this state. But we should like the school to be composed of teachers say of diploma grade who should be allowed to choose their own instructors. Then let them choose successful men from everywhere.

PROF. W. H. LYNCH, principal of Mountain Grove academy, "has been a subscriber to THE SCHOOL JOURNAL 17 years," "has been teaching 26 years," "was a soldier with Grant and Sherman for 3 years," "does not now nor ever has used tobacco or whisky," and "reads many educational papers, but finds THE SCHOOL JOURNAL the best." His school has a great popularity; 385 pupils in attendance. He is a thoroughly live teacher—that is the reason why we speak of him.

WITH the report of the judges, The American Protective Tariff League awarded prizes to senior college students of 1890 for essays on the subject: "The Application of the American Policy of Protection to American Shipping engaged in International Commerce, as follows: The first prize of \$150 to John Ford, Cornell University, N. Y.; the second prize of \$100 to Carrie R. Gaston, Swarthmore College, Swarthmore, Pa.; the third prize of \$50 to Thomas A. C. Spillane, Bowdoin College, Brunswick, Me.; a silver medal (meritorious) to W. H. Young, Brown University, Providence, R. I.

AT the New York College for the Training of Teachers an exhibition was held last Thursday of the work done in the college, illustrating the educational applications of the study of form and color, drawing, the mechanic arts, including sloyd and wood carving natural science, including the construction of simple illustrative apparatus and the objective study of the usual school subjects. It was open for the inspection of teachers and others interested in school-room work, from 2 to 6 P. M., and from 7:30 to 10 P. M.

THE sixth annual exhibition and graduating exercises of the pupils of the Hebrew Technical Institute took place at the school-house, 34 and 36 Stuyvesant street, Thursday, June 12, at 2:30 P. M.

FOREIGN NOTES.

FRANCE.—In 1855 a Frenchman on his death-bed bequeathed to the school of a rural community a sum of money, with the express condition that the teacher should always be a clergyman in holy orders. But the late school legislation has secularized the schools, and a court of law has decided, that the heirs should henceforth be the beneficiaries of that legacy.

SWITZERLAND.—The growth of the city of Basel has opened the university of that city to female students if they are native Swiss or foreigners having received their preparatory education in the city of Basel. This is the second Swiss university opened to women.

BOHEMIA.—Architect Hlanka in Prague who has recently made the Bohemian Academy of Sciences a present of 200,000 florins, has again showed his generosity by spending half a million florins for the benefit of abandoned and orphaned children of Bohemia.

HAMBURG.—While Denmark has a large surplus of teachers, in Hamburg the authorities find it difficult to induce enough natives to become teachers. Recently 80 new teachers had to be employed, more than 40 of whom came from other parts of Germany.

PRUSSIA.—In Essen, preparations are being made for the 100th anniversary of the day of death of Samuel Heinicke, the inventor of the oral method of teaching deaf-mutes. The relief-picture of this philanthropist (it is modeled by the deaf-mute sculptor Egner) is to be affixed to the front wall of the deaf-mute asylum. A new street of the city is called Heinicke street, and the establishment of a Heinicke Institution is planned for the relief and support of deaf-mutes.

In Grossepesten is a teacher whose father and forefathers ever since the year 1630, have been teachers in the village. Son has followed father, so that in 1890 the family Bettihn was able to celebrate its 250th anniversary. All Bettihns have celebrated the 50th anniversary in office, and, what is more, every one of them has celebrated his golden wedding. The present cantor, Julius Bettihn who has been teacher in that village since 1841, is at present 68 years old and remarkably active and physically strong.

Hood's Sarsaparilla wins new victories over disease and becomes more popular every day.

BOOK DEPARTMENT.

NEW BOOKS.

DELSARTE RECITATION BOOK AND DIRECTORY. Edited by Elsie M. Wilbor. New York: Edgar S. Werner. 386 pp. \$1.25.

The principles followed in this handsome and useful book are those of Delsarte, the greatest master of expression that ever lived. The editor and compiler, Elsie M. Wilbor, from her long experience as one of the editors of *Werner's Voice Magazine*, is peculiarly fitted for the work. She has collected eighty-two recitations in prose and poetry, ranging from simple, childlike, to the most dramatic ones, the collection forming an exceptionally excellent all-round book. It has several favorite pieces of Delsarte's, an epigram on every page illustrating or stating some point in the Delsarte system, a fine medallion portrait of Delsarte embossed on the cover, and illustrations, pantomimes, analyses according to the Delsartean principles. Every piece has been either written, translated, arranged, or adapted specially for this book.

VIRGIL'S ÆNEID, BOOK III. Edited for the use of schools, by T. E. Page, M. A. London and New York: Macmillan & Co. 147 pp. 40 cents.

The study of the classics will be made doubly attractive by these pretty little volumes. There is an outline map in this one, showing the wanderings of Æneas; then the Latin text and after that copious notes and a vocabulary. The reputation of the author is sufficient to warrant the excellence of the notes, which are marked by scholarship, thoroughness, and accuracy. The press work is of the best character, and the book is bound in blue cloth with the title on the back and side, and a monogram of the firm on each cover.

FIRST GREEK GRAMMAR. By W. Gunion Rutherford, M. A., LL. D., headmaster at Westminster. London and New York: Macmillan & Co. 183 pp.

This grammar has been revised and in part re-written, but the general arrangement remains as it was. The author in making the revision has carried out more faithfully his original idea, that of omitting such forms as occur seldom, and selecting as examples of inflexion the most common words that could be found. The first part comprises only such forms as it is necessary for the beginner to know, and these are put clearly and succinctly. Every effort was made to have the explanations in English as short as possible, while a special point was made to bring the local memory of the eye largely into play. The original design was to provide a drill book for beginners more accurately compiled than those generally in use, but the success of the book prompted the addition of a Second Part, that should supply necessary remarks on the First Part, and also additional matter. Many forms have been left unaltered which usually, though wrongly, find a place in Greek paradigms, as few Greek texts have yet been brought into harmony with the latest results of critical scholarship.

THE REFORMED PRIMER AND FIRST READER. By Louis Heilprin. New York and London: Babyhood Publishing Co. 126 pp.

In the preparation of this book the author has sought to make the child's first steps as easy as possible by presenting to him lessons made up of words whose phonetic elements correspond to the names of the component letters, i. e., words whose letters suggest the sounds of the words when pronounced, such as *find, mind, old, sold*. Words whose letters do not suggest the sounds have been excluded, as far as possible, from Part First, in order that in the first stages of his instruction the pupil may not meet that stumbling block to the Anglo-Saxon child, the discrepancy between the letters and their phonetic values. The difficulty of course has to be met at a later stage, but then the child is better prepared to meet and overcome it. The sentences are so constructed as to interest the pupil in subjects familiar to him by the use only of common words, and avoiding entirely the unusual words so often inserted in primers. The book appears to have been very carefully prepared throughout, and we believe will prove a very helpful one. Starting the child right is a very important matter, and therefore we hope teachers will thoroughly inspect this book.

A NATURAL METHOD OF PHYSICAL TRAINING. By Edwin Checkley. Brooklyn, New York: William C. Bryant & Co.

There have been many treatises lately issued on physical training: the tendency in the past has been to rely on apparatus of some kind to strengthen the body. This book proposes a method of training the body without apparatus. In other words, that the means for physical health are to be found in the body itself. There are chapters on "How to Carry the Body," "How to Breathe," that are of great value. The book is an unusually good one, because it suggests what any one can carry on in his own room. We feel that such a book is especially valuable for teachers for their own personal benefit, to enable them to keep health in the confined and bad air of the school-room. The author does not agree with those who aim at hard and heavy muscles: his idea is a symmetrical development. He would aim at grace and agility rather than power. This is the tendency of the Delsarte school of training. It is a reaction against the health-lifts and other costly appliances once thought necessary. We commend this little volume as being a decidedly good one. We wish he had planned out exercises with more fullness, and doubt not he will do so in a new edition.

HEAT AS A FORM OF ENERGY. The Riverside Science Series. By Prof. Robert H. Thurston, director of Sibley College, Cornell University. Boston and New York: Houghton, Mifflin & Co. 261 pp. \$1.25.

It is intended in this book to present to the reader in simple, popular language, that outline of the growth of modern philosophy of the form of energy that we call heat, which every intelligent person desires to become familiar with. The author gives the various theories of ancient philosophers on this subject, some of which were extremely absurd, and traces the history of the thought of more modern times. Thermodynamics, a branch of science created in the second half of the Nineteenth century, has at once given us a clue to the whole philosophy of the prime movers, of the steam, air, and gas engines, and of the utilization of the stored energy of our coal-beds, our oil wells, and our forests. The student of science is looking for other fields to conquer, which may be found, in part at least, in the direction of further extension of the science of energy, and in the unification of the various physical sciences in a single common system. To the practical student the chapter on "Heat Transfer and the World's Industries" will be found full of interest; and that on "The Development of the Steam Engine" will be very valuable to all who have anything to do with that wonderful modern mechanism. The author has endeavored to avoid technicalities as much as possible, and we believe that the book is to have a wide reading outside of those engaged in special scientific pursuits.

PESTALOZZI, HIS LIFE AND WORK. By Roger De Guimp. Edited by W. T. Harris, LL.D., with an introduction by R. H. Quick, M.A. New York: D. Appleton & Co. 12mo., cloth. 438 pp. \$1.50.

This is the second republication of this book in this country, and is introduced by a few remarks by Mr. Quick, of England, as well as Dr. Harris, the editor of "International Education Series." There is a wonderful charm attached to the name of Pestalozzi. His erratic early life, his charming marriage, his woes and miseries, until he reached the age of sixty, and at last his final success—all of these, and many other circumstances, have vividly fixed themselves in the minds of students of education. When we consider what Pestalozzi was, we at once ask what made him, for he certainly could not have created himself. Mr. Quick refers to Rousseau in his introduction, but he is compelled to acknowledge that "Rousseau was a voice and nothing else; everything that he did tended to lessen the influence of everything that he wrote." But Pestalozzi taught mainly by action. In him the most interesting thing is *his life*. It is a curious fact that we are compelled to trace the impulse leading Pestalozzi to conceive of his work to an author who was a voice, and nothing more. Something deeper than a human voice moved Pestalozzi to action. It was his irrepressible spirit. Whence did he get it? Does some one ask? From whence does the spirit of any man come? In actual life we have side by side the good and the bad, the high and the low. Why? The answer to this question must ever be shrouded in the deepest mystery. We take Pestalozzi for what he was, and let his creation remain for future generations to unravel. What he was, was grand, and no teacher who regards at all the spirit in which he does his work, will fail to study the matchless life of this heroic educator.

THE CENTURY. Bound Volume. November, 1889, to April, 1890.

This volume is a treasure house of valuable information and high class literature. History, travel and adventure, fiction, poems, art, etc., make the staple of the volume. The "History of Abraham Lincoln" is continued; there are departments, correspondence, etc. The papers on Egypt, the Congo, and those relating to current events, topics of the time, are all very valuable. We want to commend this magazine to teachers. "All work and no play makes Jack a dull boy." All spelling book and no magazine makes a dull teacher. A teacher must know something more than she is required to teach; a gallon measure must be bigger than the gallon it is to hold. And the teacher who knows nothing of fiction, adventure, and travel, etc., will be one the boys will be sure to play "hooky" with. A line should be added on the art illustrations in the *Century*. They are far more than cuts; they are works of art, on which much money has been expended. To know art, study these illustrations.

REPORTS.

REPORT OF THE SCHOOLS OF WORCESTER, MASS., 1889. Albert P. Marble, superintendent.

The daily registration and attendance at the public schools keeps on steadily increasing year by year, quite nearly with the growth of the city. In the church schools of the city the registration was 2,300 and in the other private schools 300. The enrollment in the public schools was something over 14,000. In considering the parochial school question the superintendent says: "The absurdities to which any division of the school fund would inevitably lead, are quite enough to show the impossibility of any such division." The Free Public Library has been a means of turning the pupils from vicious reading, but to prevent interference with the regular school work the giving out of books has had to be somewhat restricted.

SIXTY-FIFTH ANNUAL REPORT OF THE MANAGERS OF THE SOCIETY FOR THE REFORMATION OF JUVENILE DELINQUENTS, Randall's Island, N. Y. Israel C. Jones, superintendent.

In the time-table of exercises, industrial employment plays a large part. It has been found that in every system of reformatory training it should have a place. The changes in the mechanical education and employments of the boys' department, which

have been going on for the past two years, are now complete, and embrace a larger number of employments. The boys engage in knitting hosiery, typesetting and printing, carpentry, horticulture, tailoring, painting, gas and steam fitting, and baking. The girls are instructed in sewing, cooking, and laundry work, and employed in the household occupations of the female department. Eighty per cent. of the children committed to the reformatory have been restored to the community as useful citizens.

MAGAZINES.

The largest and best number ever issued of *The Ladies' Home Journal* is that for June, in which sixty articles and over fifty authors discuss every conceivable point of interest to women. "Are Women Careless of Money?" is a striking article by Junius Henri Browne. "How to Close a Town House for Summer" is excellently told by Florence Howe Hall, while Ellen Le Garde delightfully treats some "Out-door Sports for Girls." Mrs. Henry Ward Beecher writes for mothers; Ella Wheeler Wilcox has a poem; Felix L. Oswald, Eben E. Rexford, Edward W. Bok, Wolstan Dixey, all have articles.

The *North American Review* for June brings to a close the one hundred and fiftieth volume. Its most prominent "feature" is a symposium on the question, "Do Americans Hate England?" to which the contributors are Colonel T. W. Higginson, Andrew Carnegie, Murat Halstead, General Horace Porter, Robert Collyer, General James H. Wilson, and M. W. Hazeltine. One effective answer to the question is furnished by the fact that no less than three of the contributors to the rich and varied feast which is set before the readers are Britons. Mr. Parnell writes incisively of "Mr. Balfour's Land Bill," pointing out in what respects it is unsatisfactory to the Irish national party, and telling why it will be vigorously opposed at every stage. The Marquis of Lorne finds a congenial theme in "Sir Charles Dilke's New Book" on "Problems of Greater Britain." What he has to say regarding Canada and the United States will command special attention. Mona Caird, who originated the famous discussion in England as to whether or not marriage is a failure, contributes the first of two articles on "The Emancipation of the Family," presenting facts and drawing conclusions that will occasion general surprise. This is only a small part of the feast presented.

ANNOUNCEMENTS.

LONGMANS, GREEN & Co. issue a handbook of Florida, the author being Charles Ledyard Norton.

GINN & Co. offer Wentworth's primary arithmetic, a book that is calculated to make the study of numbers fascinating to the young child.

LEACH, SHEWELL & SANBORN have among their list of excellent books the "Sir Roger de Coverly" papers from the *Spectator*.

DODD, MEAD & Co. have just issued a delightful tale by Frank R. Stockton, "The Stories of the Three Burglars."

THE CASSELL PUBLISHING CO. offer a hypnotic and psychological story in Henry Harland's "Two Women or One."

ROBERTS BROTHERS' recently published volume, "Miss Brooks," is a story filled with delicate touches of satire. The author has dared to raise her sacrilegious pen against some of the foibles of the modern Athenians.

HARPER & BROTHERS' "In her Earliest Youth," by Tasma, is an Australian romance.

FUNK & WAGNALLS have just issued "The Fourfold Gospel," by J. Glentworth Butler.

SCRIBNER & WELFORD will follow up Arthur Young's "Travels in France" with a new edition of his "Tour in Ireland," unabridged. It will form two volumes in Bohn's standard library.

MACMILLAN has in preparation a new and cheaper edition of Sidney E. Lee's "Stratford-on-Avon." Reproductions of the etchings of the original edition have been made.

THE SCRIBNERS will issue in the Yellow Paper Cover series the grotesque and amusing story of "The Wrong Box," which Robert Louis Stevenson wrote in collaboration with Lloyd Osborne.

THE HARPERS publish Mr. Howells' "Shadows of a Dream," "The French Revolution," by Justin H. McCarthy; Mr. Janvier's "Aztec Treasure House," and revised and abridged editions of Paul B. DuChailu's "Equatorial Africa," and "The Country of the Dwarfs," bound in a single volume.

D. LOTHROP Co. publish "Stories of New France," by Miss A. M. Macher and Thomas G. Marquis, treating of some striking episodes in the heroic age of American history.

WILBUR B. KETCHUM's new publication, "The King's Son, or a Memoir of Billy Bray," by F. W. Bourne, is now in its twenty-eighth edition.

THE AMERICAN STATESMEN SERIES will have a volume devoted to John Jay. It will be written by George Pellet, Esq., who has already produced some noteworthy books, and is related to the great chief justice.

D. C. HEATH & Co. will soon publish editions of three of Moliere's comedies: "Le Tartuffe," "Le Bourgeois Gentilhomme," and "Le Medecin Malgre Lui," edited by F. E. A. Gase. These well-known masterpieces of comedy are to be published in a convenient form, with arguments to the various scenes, and with footnotes.

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THE PUBLISHERS' DESK.

Teachers who mean to keep up with the march of the times and not to sit on the fence and see the procession go by, will be eager to read President Payne's new book, "The Elements of Psychology," by Gabriel Compayré, of the Ecole Normal Supérieure, Bachelor of Philosophy, Doctor of Letters, Professor in the University. Translated by William H. Payne, Ph.D., LL.D., Chancellor of the University of Nashville, and president of the Peabody Normal College. President Payne's position as Chancellor of the University of Nashville, and President of the Peabody Normal College, gives his translation the weight of authority. President Payne is a clear, strong, and practical thinker, bold in the championship of his ideas. Lee & Shepard 10 Milk street, Boston, publish the book.

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Teachers either from the east or the west, who wish to change their locations should remember the Bridge Teacher's Agency of 110 Tremont street, Studio Building, Boston, and 21 W. 5th street, St. Paul, Minn., where good teachers are recommended to school officers. Good places secured for successful teachers.

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Delegates attending the National Educational Association Convention at St. Paul, Minn., July, 1890, should avail themselves of the favorable opportunity to visit the many pleasure and health resorts tributary to the Northern Pacific Railroad. The Lake Region of Minnesota, the Red River Valley and Devil's Lake of North Dakota, the mountains of Montana, the famous Yellowstone National Park, Puget sound, Pacific coast and Alaska. No other line from St. Paul reaches these many points of interest, and the Northern Pacific railroad is the only line running a daily vestibuled train service, consisting of Pullman palace sleeping cars, dining cars and furnished tourist sleeping cars to all prominent points West and Northwest of St. Paul. Low excursion rates will be in effect, and special parties will be formed to visit the Yellowstone National Park during the National Educational Association Convention. For illustrated books, maps, pamphlets or any information desired, address Charles S. Fee, General Passenger and ticket agent, St. Paul, Minn.

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a joyful revelation. By sending 25 cents to the Zanesville Chemical Co., Zanesville, Ohio, you will receive directions for making Gold, Silver and Nickel solutions, with the necessary instructions for using them, and in an hour's practice you will be quite proficient. NELLIE B.

The Meeting at St. Paul.

The Chicago and North-Western Railway Company is already making elaborate preparations for the transportation of teachers and their friends to St. Paul, at the time of the meeting of the National Educational Association, in July next. The North-Western contemplates running numerous special trains for the exclusive accommodation of the teachers and their friends, and as the line penetrates the most thrifty and attractive portions of Wisconsin and Minnesota, touching many of the famous summer resorts en route, a delightful journey is insured by the selection of the North-Western for the trip. Circulars containing full information regarding all details of the trip, cost, accommodations at St. Paul, features en route, etc., will be mailed to all persons making application for them. Address, E. P. Wilson, General Passenger Agent, C. & N. W. Railway, Chicago, Ill.

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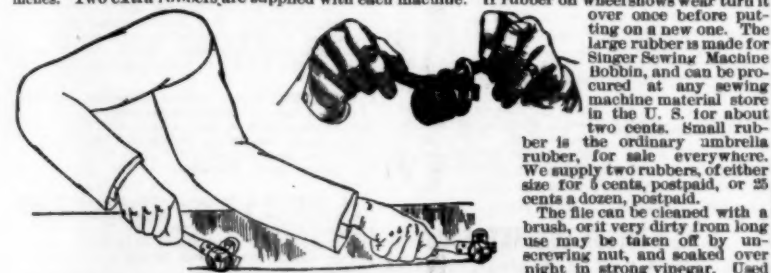
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